



MILNERTON HIGH SCHOOL ASSESSMENT POLICY

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1. Rational of assessment Policy

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment, to assist teachers, parents and other stakeholders in making decisions about the progress of learners. It involves four steps:

- generating and collecting evidence of achievement,
- evaluating this evidence;
- recording the findings and
- using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching

Assessment should therefore:

- Be authentic, continuous, multi-dimensional, varied and balanced.
- Be accurate, reliable, objective, valid, fair, manageable and time-efficient.
- Be free from bias and sensitive to gender, race, cultural background and abilities.
- Be transparent so that learners and teachers have a clear understanding of what the expectations are for any assessment task and what knowledge, skills, values and attitudes are being assessed.
- Take into consideration the diverse needs of learners and the context.
Various assessment strategies should therefore be used.
- Take many forms, gather information from several contexts, and include a range of competencies and uses.

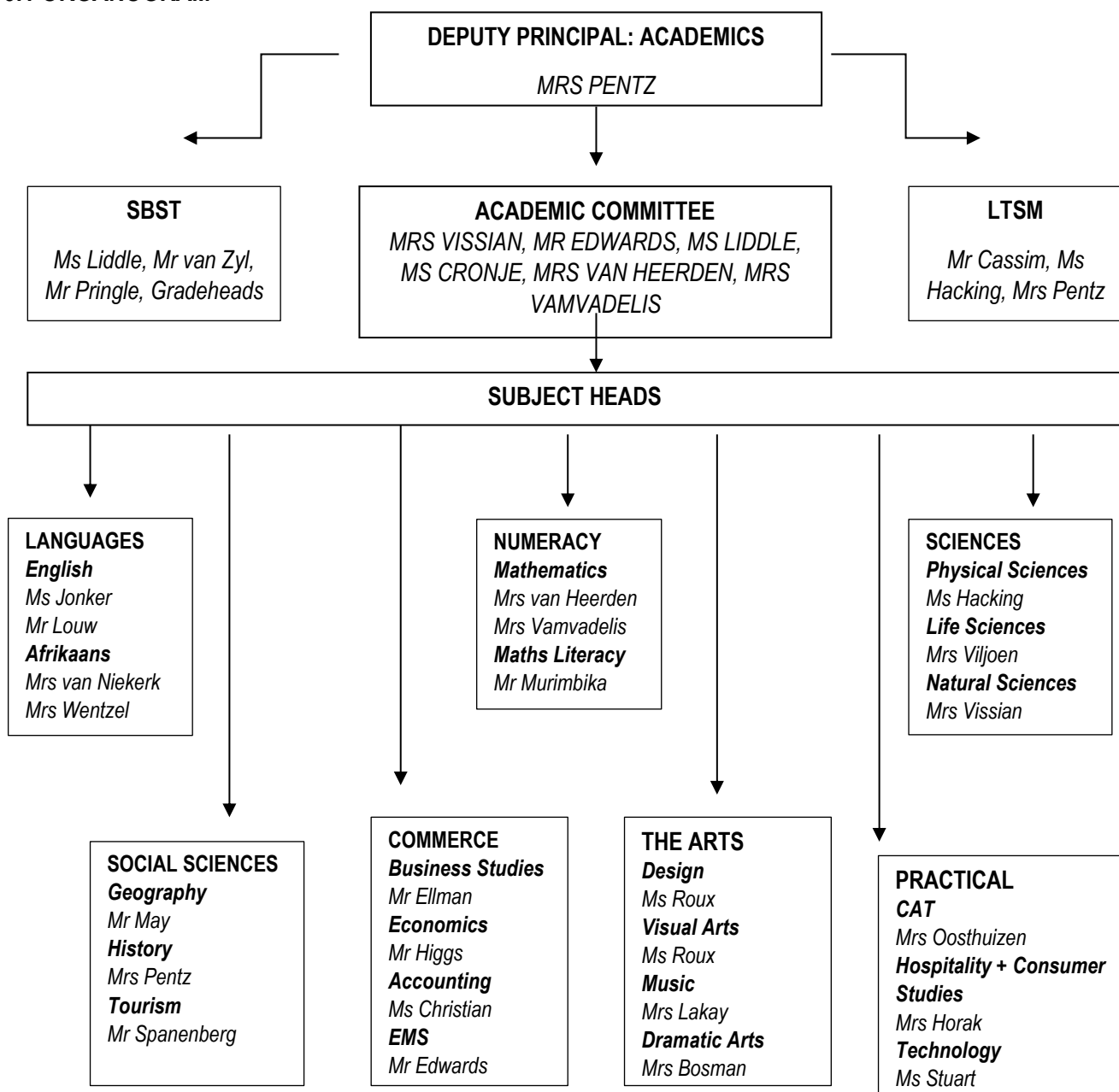
2. POLICY FRAMEWORK

This policy has been grounded in the National Curriculum Statement Grades R - 12 which is the formal curriculum in South African schools. It has been adapted from; aligned to; and should be read in conjunction with the following policy documents:

- (a) The National Protocol for Assessment Grades R - 12
- (b) The National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12;
- (c) The Curriculum and Assessment Policy Statements for all subjects listed in the National Curriculum Statement Grades R – 12

3. MANAGING OF ASSESSMENT (ACADEMICS)

3.1 ORGANOGRAM



3.2 ROLE OF THE PRINCIPAL

- Ensure that the school has an Examination Policy and an Exam Management Plan
- Appointment of a Chief Invigilator/Exam Coordinator
- Appointment of members of the Academic Committee to be involved with the conduct, administration and management of the exams
- Appointing all members of staff as invigilators
- Ensuring that the school has a safety and exit plan as part of risk management.
- Ensuring effective recording of marks
- Implementing effective reporting on learner achievement to all stakeholders
- Ensuring measures are in place for learners with barriers to learning

- Ensure that a fair irregularity and appeals procedure is in place
- Signing all progression and promotion schedules and report cards

3.3 ROLE OF THE DEPUTY- PRINCIPAL: ACADEMICS

- Drawing up the school's Examination Policy and Exam Management Plan
- Ensuring the safekeeping of question papers in the strong room
- Managing and Monitoring of internal moderation of educator question papers and marking guidelines
- Managing and record keeping of exam scripts after each examination
- Ensuring effective recording of marks
- Implementing effective reporting on learner achievement to all stakeholders
- Managing exam procedures for learners with barriers to learning
- Ensure that a fair irregularity and appeals procedure is in place
- Capturing and analysing of data provided by national and provincial evaluations, as well as other systemic or research evaluations

3.4 ROLE OF ACADEMIC COMMITTEE

- Assist the Deputy-Principal with the management of the Assessment procedures at school.
- Assist the Deputy-Principal with the management and conduct of the test series and internal examinations
- Ensure that marks are captured and verified
- As part of SAIC, to ensure that all academic irregularities are dealt with as per procedures.

3.5 ROLE OF THE SUBJECT HEADS

- To complete the Subject Management Plan and SIP at the start of each academic year
- To ensure that effective curriculum delivery is taking place in subject department
- To monitor and mentor educators within the subject department
- To deal with irregularities (educators) within the department and to inform the Deputy-Principal of any irregularities
- Play a critical role with the quality assurance process (moderation) of exam question papers prior to the administration of the exam
- Ensure the quality of marking after scripts were marked (post moderation)
- Ensure marks are captured and verified
- To complete the Termly Analysis Report of the results per grade and submit to the Deputy-Principal
- To ensure and manage intervention strategies for learners at risk

3.6 ROLE OF TEACHERS

- To ensure that effective curriculum delivery is taking place in their classroom
- To follow and complete all the curriculum and assessment tasks as stipulated in CAPS / Revised ATPs 2023-2024
- To set fair and quality test and exam question papers based on the required curriculum and as per CAPS / Revised ATPS 2023 / 2024 guidelines
- Ensure all scripts are marked fairly and according to marking guidelines
- To ensure timeous feedback to learners
- Ensure marks are captured and verified
- To complete the Termly Analysis Report of the results per class and submit to the Subject Head
- To identify learners at risk per class
- To communicate with parents via email, meetings on the progress of the learner.

3.7 ROLE OF LEARNERS

- To ensure that they attend school regularly.
- To ensure that they have all the required LTSM and stationery in class.
- To ensure that they pay attention in class and do not disrupt teaching.
- To ensure that they complete all homework and assessment tasks.
- To ask for assistance and extra tuition if required but not due to voluntary absence from class.
- To ensure that they prepare well for tests and examinations.
- To ensure that they arrive on time for examinations (afternoon exams and Grade 12 November exams).

3.8 ROLE OF PARENTS

- To ensure that their child(ren) attend school regularly.
- To ensure that their child(ren) have all the required LTSM and stationery.
- To monitor their child's homework and preparation for tests and examinations.
- To ensure that they are on the D6 communicator to receive Academic related communication from the school
- To inform the Grade Head of the reason for absence from a test / examination in writing and to submit relevant documents (e.g. medical certificates)
- To adhere to the term / assessment dates and not book a vacation / long weekend during the term / assessment dates.
- To attend all Academic feedback meetings if invited by the educators
- To ensure that the school has an updated email address for receiving of reports for terms 1 – 3.
- To collect reports at the end of the fourth term, excluding Grade 12s.

4. TYPES OF ASSESSMENT

4.1 INFORMAL / FORMATIVE ASSESSMENT

Informal / Summative assessment is a daily monitoring of learners' progress.

This is done through:

- observations
- discussions
- practical demonstrations
- informal classroom interactions, etc.

It may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should not be seen as separate from learning activities taking place in the classroom. Informal assessment enables the teacher to monitor learner's progress, to make daily instructional decisions, to provide feedback to the learners and to inform planning for teaching.

Although informal assessment builds towards formal assessment, it does not become part of the learners' formal record. The results of informal daily assessment tasks are not taken into account for promotion and certification purposes.

4.2 FORMAL / SUMMATIVE ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment.

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Teachers are required to record learner performance in all formal assessment tasks as these tasks are used to decide whether a learner should progress or be promoted to the next grade.

Examples of formal assessments include:

- projects,
- oral presentations,
- demonstrations,
- performances,
- tests,
- examinations.
- practical demonstrations
- assignments
- case study
- PATS and
- Physical education

5. COMPOSITION OF ASSESSMENT:

Assessment in the National Curriculum Statement Grades R- 12 comprises

- School-Based Assessment
- Practical Assessment Tasks for certain subjects offered in Grade7
- A final end-of-year examination

The purpose of each of these components is outlined in Chapter 3 of the **National Protocol for Assessment Grades R - 12**.

The composition of the School-Based Assessment and Practical Assessment marks of all subjects is outlined in Chapter 4 of the **Curriculum and Assessment Policy Statements**.

The following is a summary of the SBA vs examination components for each phase:

Phase	School-Based Assessment Component %	End-of-year examination %
Senior Phase	60	40
FET phase (grades 10 + 11)	40	60
FET Phase (grade 12)	25	75

6. SCHOOL BASED ASSESSMENT PER PHASE

The School-Based Assessment must comprise of a number of Formal Assessment Tasks that constitute the learners' School-Based Assessment mark as contemplated in Chapter 4 of the Curriculum and Assessment Policy Statements.

Below is the summary of FAT's that constitute the School-Based Assessment for each Phase/Grade (updated as per DBE Circular S1 - 2017):

TERM	SENIOR PHASE (GET)	FET PHASE (Grades 10 + 11)	FET PHASE (Grade 12)	REPORTS
1	<ul style="list-style-type: none"> FATs Test Series 	<ul style="list-style-type: none"> FATs Test Series 	<ul style="list-style-type: none"> FATs Test Series 	Gr 8-12: 1 st week of Term 2
2	<ul style="list-style-type: none"> FATs EXAMS 	<ul style="list-style-type: none"> FATs EXAMS 	<ul style="list-style-type: none"> FATs EXAMS 	Gr 8-12: 1st week of Term 3
3	<ul style="list-style-type: none"> FATs Test Series 	<ul style="list-style-type: none"> FATs Test Series 	<ul style="list-style-type: none"> FATs TRIAL EXAM 	Gr 8-12: 1 st week of Term 4
4	<ul style="list-style-type: none"> FATs EXAMS 	<ul style="list-style-type: none"> FATs EXAMS 	<ul style="list-style-type: none"> FATs FINAL EXAMS 	Gr 8 - 11 : Last day of Term 4

6.1 SCHOOL ASSESSMENT MANAGEMENT PLAN

- Each educator responsible for planning his / her subject for their grade is required to set out a Programme of Assessment each term.
- Each Subject Head is required to transfer the Programme of Assessment onto the Assessment Plan per term as prescribed by the **Curriculum and Assessment Policy Statements**.
- The various assessments for all subjects in the grade are collated into one complete assessment plan for the grade.
- The school assessment plan for each grade is provided to learners and parents by no later than the second week of each term via Teams, D6 and the school's website.
- Although each grade should aim to adhere to the school assessment plan, the nature of the school environment may lead to slight divergence from the assessment plan and therefore it should be understood that the assessment plan may be subject to change.

6.2 NUMBER OF ASSESSMENTS PER PHASE PER TERM

6.2.1 Number of formal recorded assessment tasks for Grade 8 (as per Revised ATPS 2023/2024)

Subject	Term 1	Term 2	Term 3	Term 4	Total
Home Language	5	3	3	5	14
1 st Additional Language	5	3	3	3	14
Mathematics	2	3	2	2	9
Natural Science	2	2	2	1	7
Social Science	2	2	2	2	8
Technology	1	1	1	1	4
EMS	2	2	1	2	7
Life Orientation	2	2	2	2	8
Creative Arts	2	4	2	4	12

6.2.2 Number of formal recorded assessment tasks for grade 9 (as per Revised ATPS 2023/2024)

Subject	Term 1	Term 2	Term 3	Term 4	Total
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Home Language	5	3	3	3	14
1 st Additional Language	5	3	3	3	14
Mathematics	2	3	2	2	9
Natural Science	2	2	2	1	7
Social Science	2	2	2	2	8
Technology	1	1	1	1	4
EMS	2	2	1	2	7
Life Orientation	2	2	2	2	8
Creative Arts	2	4	2	4	12

6.2.3 Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10
(as per Revised ATPS 2023/2024)

Subjects	Term 1	Term 2	Term 3	Term 4	Total
Home Language	4	3	2	4	13
1 st Additional Language	3	4	2	4	13
Mathematics or Mathematical Literacy	2	2	2	3	9
Life Orientation	2	1	2	1	6
Accounting	2	2	2	2	8
Economics	2	2	2	2	8
Business Studies	2	3	2	2	9
Computer applications Technology	1	3	2	2*	8
Consumer Studies	1	2	2	2	7
Geography	2	2	1	2	7
History	2	2	2	1	7
Physical Science	2	2	2	2	8
Life Sciences	2	2	2	2	8
Tourism	2	1	2	2*	7
Design	2	2	1	2*	7
Dramatic Arts	2	3	2	2	9
Visual Arts	2	2	1	2*	7

* PAT component included

** Life Orientation includes a PT assessment in terms 1 and 3

6.2.4 Number of assessment tasks which make up the Programme of Assessment by subject in Grades 11
(as per Revised ATPS 2023/2024)

Subjects	Term 1	Term 2	Term 3	Term 4	Total
Home Language	4	3	2	4	13
1 st Additional Language	3	4	2	4	13
Mathematics or Mathematical Literacy	2	2	2	3	9
Life Orientation	2	1	2	1	6
Accounting	2	3	2	2	9
Business Studies	2	3	2	2	9
Computer applications Technology	2	2	2	2*	8
Consumer Studies	1	2	2	2	7
Geography	2	2	1	2	7
History	2	2	2	2	8
Physical Science	2	2	2	2	8

Life Sciences	2	2	2	2	8
Design	2	2	1	2*	7
Dramatic Arts	2	3	2	2	9
Visual Arts	2	2	1	2*	7
Tourism	2	1	2	2*	7

* PAT component included

** Life Orientation includes a PT assessment in terms 1 and 3

6.2.5 Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12
(as per Revised ATPS 2023/2024)

Subjects	Term 1	Term 2	Term 3	Term 4	Total
Home Language	4	3	2	EXTERNAL EXAMINATIONS	9
1 st Additional Language	3	4	2		9
Mathematics or Mathematical Literacy	2	2	2		6
Life Orientation	2	1	2		5
Accounting	2	3	2		7
Business Studies	2	3	2		7
Computer applications Technology	2	2	2		6
Consumer Studies	1	2	2		5
Geography	2	2	2		6
History	2	2	2		6
Physical Science	2	2	2		6
Life Sciences	2	2	2		6
Design	2	2	1		5
Dramatic Arts	2	3	2		7
Visual Arts	2	2	1		5
Tourism	2	1	2		5

Note:

* PAT component included

** Life Orientation includes a PT assessment in terms 1 and 3

7. COMPILATION OF SBA AND PAT

7.1 Composition of Teacher's File

Each teacher is responsible for the safe backup (electronic recording) and storage of their mark sheets.

All teachers are expected to keep a file containing evidence of their teaching and assessment that includes:

- Annual teaching plan
- Assessment plan
- Formal assessment tasks and memoranda
- Indication of Textbook(s) and any resources used
- Record sheet containing learners' marks for each formal assessment task
- Term analysis of results
- Learners at risk
- Intervention
- Communication with parents

Subject Heads and the Deputy-Principal will moderate the assessment files and a selection of learners' workbooks in Terms 1 and 3.

It is the teachers' responsibility to ensure that the information in their assessment files is kept up to date.

Teachers' files must be available on request at all times for moderation and accountability purposes. Failure by the teacher to maintain a file constitutes an act of misconduct.

7.2 Learners' Portfolios

Learner portfolios containing all assessment tasks that constitute the learner's school-based assessment, are managed by all subject teachers.

The learner portfolio must contain a Declaration of Authenticity; all formal assessment tasks and interventions where necessary.

The learner's portfolio must be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

All learners must sign a Declaration of Authenticity for each subject portfolio at the beginning of each year. This declaration is the first document in the learner's portfolio.

7.3 Progression and Promotions

Progression (Grades R-8) and promotion (Grades 9-12) of learners to the next grade must be based on recorded evidence in formal assessment tasks.

Progression of learners is conducted as per the guidelines and requirements stipulated in The National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR) of the National Curriculum Statement Grades R - 12, in particular Chapters 3, 4 and 5.

7.3.1 Grades 8 & 9

Learners will be progressed / promoted:

- if they have offered all nine subjects
- if they have complied with the promotion requirements below
- if the SBA component of all nine subjects have been completed

- | | |
|---|--------------------------|
| <input type="checkbox"/> one official language at home language level | = 4 (50 – 59 adequate) |
| <input type="checkbox"/> other official language at FAL level | = 3 (40 – 49 moderate) |
| <input type="checkbox"/> mathematics | = 3 (40 – 49 moderate) |
| <input type="checkbox"/> three other subjects | = 3 (40 – 49 moderate) |
| <input type="checkbox"/> two other subjects | = 2 (30 – 39 elementary) |

A learner may only be retained once in the Senior Phase.

7.3.2 Grades 10 – 12

Learners will be promoted if they:

- Offer 7 subjects including:

- Home Language
- First Additional Language/Home Language
- Mathematics or Mathematical Literacy
- Life Orientation
- 3 other subjects
- Complete the SBA component of all seven subjects
- Meet the Pass Requirements:
 - Home Language = 3 (40 – 49 Moderate)
 - 2 other subjects = 3 (40 – 49 Moderate)
 - 3 other subjects = 2 (30 – 39 Elementary)

7.4 Weighting Summary per Phase

The following is the weighted summary of the SBA and End-of-Year Examinations as stipulated in DBE CIRCULAR S33 OF 2022

Phase	School-Based Assessment Component %	End-of-year examination %
Senior Phase	60	40
FET Phase (grades 10 + 11)	40	60
FET Phase (grade 12)	25	75

7.5 Recording of Learner Performance

Educators are required to keep an efficient and current record of the learners' progress electronically.

Educators must use the WCED recording sheets downloaded from CEMIS to maintain a running SBA total.

Grade 10 – 12 marks are to be recorded on Edupac as well as the WCED recording sheets as soon as a task has been completed.

White cards are to be completed by the register teacher at the beginning of each term.

7.5.1 Performance Indicators per Phase

The following performance indicators are used:

CODE	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	1-29%
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8. MANAGEMENT OF ASSESSMENT RECORDS

8.1 Assessment Records

The mark sheets with the recorded assessment results will be used to generate mark schedules and reports that indicate the overall level of performance of all learners.

The CEMIS administrator is responsible for downloading the WCED recording sheets from CEMIS and making them available for the educators.

The Deputy Principal and the CEMIS administrator import the individual class schedules onto the master schedule for each grade (GET Phase) per term.

Each classes' schedule is used to generate each class's reports.

Each grades' schedule is printed per term and filed for future reference and evidence of learners' performance by the Deputy-Principal.

8.2 Recording sheets

Assessments must be marked timeously after they have been completed by the learners. Recording is a process in which the teacher documents the level of a learner's performance.

Records of learner performance must provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress/promotion to the next grade.

Records of learner performance must also be used to verify the progress made by teachers and learners in the teaching and learning process.

Records must be used to monitor learning and to implement intervention strategies for both learners and educators.

Assessment results are recorded on the WCED recording sheets for all grades as well as EDUPAC for grades 10 - 12 through the course of each term according to the formal assessment tasks and programme of assessment outlined and prescribed by the Curriculum and Assessment Policy Statements for each subject.

Recording must be done as assessments are completed through the duration of the term to monitor learner performance so that regular feedback can be given to the learners and parents/guardians throughout the term.

8.3 Mark Schedules

The mark sheets with the recorded assessment results will be used to generate mark schedules and reports that indicate the overall level of performance of all learners.

Milnerton High School uses the prescribed WCED mark schedules for the GET Phase and the report card is generated from these schedules.

Milnerton High School uses the prescribed WCED recording sheets and schedules for the FET phase but generates a school specific Report Card. Both documents are aligned to the requirements stipulated in Chapter 5 of The National Protocol for Assessment Grades R - 12 regarding recording and reporting learner performance. These final codes and percentages are calculated from the prescribed Formal Assessment Tasks completed each term.

Each educator is responsible for inputting the results/marks for all Formal Assessment Tasks of the subjects that they teach into their own class schedule.

Each subject head is responsible for ensuring that the marks or relevant code have been entered for each learner. The Academic Committee is responsible for monitoring this process and ensuring that no errors are made.

8.4 Reporting

The reporting mechanism includes written reports and parent-teacher meetings.

Report cards are provided to parents once a term based on the Programme of Assessment. This report indicates the percentage achieved per subject, the code on the seven-point scale achieved per subject, the NSC pass achieved (FET phase) and the number of absent days per term.

Milnerton High School's assessment period occurs in the last 10 to 17 days of each term, thus the report cards will only be issued in the first week of the new term. Term 4 reports will be issued on the last day of the term. Each grade's master schedule is used to generate each class's reports per term.

Register teachers are responsible for the general comment for each learner in their register class. Reports are proofread for any errors by the Grade Heads.

Once all reports have been checked and are ready, the reports are printed by the CEMIS administrator and Deputy Principal. The reports are collected from the office by the Grade Heads ready.

The Grade Heads ensure that the reports are signed and stamped; placed in envelopes and returned to the office for safekeeping until they are to be issued to the learners.

Parent-teacher evenings are held twice a year (terms 2 and 3) to give parents the opportunity to discuss their child's progress with all the subject/learning area teachers. Parents are emailed by the subject teacher and invited to attend a meeting.

These meetings can take place in the form of a face-to-face meeting; a Zoom meeting or telephonically. The educator is to keep minutes of the meeting. Both the educator and parent are required to act on any recommendations / issues that raised.

9. MONITORING AND ANALYSIS OF ASSESSMENT TASKS (SBA)

- All formal assessment tasks – including written work, orals, projects, investigations, PATs – will be conducted under controlled conditions and test / examinations regulations will be applied.

- No extra time will be granted to learners who arrive late for a formal assessment. What they produce within the allotted time, is what will be assessed.
- Learners will not be given a second opportunity to redo a task in which they performed poorly.
- Absence on the day of the assessment task will be treated the same as absence from a test and / or examination. (See point 11)

9.1 Internal Moderation

The primary focus of internal moderation is to quality assure assessment. Educators' class room practice and planning need to be monitored because both have a bearing on the level, quality, fairness, validity and reliability of assessment.

The main functions of the Internal Moderation system are:

- To verify assessment across all subjects are fair, valid, reliable and practicable.
- To ensure that learners doing the same subject but in different classes are treated equitably.
- To validate the authenticity of educators' assessments and learners' work.
- To identify the need to redesign assessments.
- To provide an appeal procedure for dissatisfied parents
- To evaluate the performance of assessors.
- To provide appropriate and necessary support, advice and guidance to assessors
- To ensure school-based assessment is continuous throughout the year. (reference: Moderation Policy and protocol for the WCED)

Learner's workbooks; Planning – annual, term (weekly) and daily); Teacher's files – planning and assessment and assessments are moderated and monitored:

9.1.1 Pre-moderation:-

- All formal assessment tasks, control tests and examination papers are to be moderated at least two weeks prior to the date of the task / test / exam by the Subject Head to ensure compliance with the current policy / guideline documents, e.g. CAPS and supporting documents. (See Addendum)
- All formal assessments must be accompanied by an analysis grid / assessment framework that illustrates coverage of different cognitive levels as well as the spread of the appropriate content as stipulated in the CAPS documents.
- All formal assessments must be accompanied by a marking guideline / memorandum.
- To conclude: the question paper, addendum, design grid and marking memorandum is submitted to the subject head as one unit for moderation.
- Subject Heads are to verify that the assessment task is:
 - fair and should not in any way hinder or advantage a candidate;
 - valid and that the selected assessment instrument really targets the selected outcomes/unit standards;
 - reliable and is consistent with other assessments made by the same and/or other assessors in relation to the same unit standard or qualification
 - authentic and not a previous assessment task used at Milnerton High School; a digital exam paper from popular platforms; or a cut-and-paste compilation of several past test / examination papers. Making use of a previous / past assessment task constitutes misconduct and is considered an irregularity.

9.1.2 Post-moderation:-

- Educators must complete marking of assessment task 1 week after the task was written.

- 10% of the scripts must be moderated by the Subject Head / designated person before the marks are recorded.
- The Subject Head must complete the post moderation sheet when moderating. (See Addendum)

9.1.3 Cluster, District and Provincial moderation:-

- Cluster moderation of Grade 12 portfolios takes place according to the dates specified by the PLC leader.
- Final moderation conducted by the Subject Advisor takes place at the end of the year for verification of SBA of Grade 12 learners.
- The WCED can request any Grade 12 Subject to present the portfolios of the Grade 12s and Educators' files for moderation.

9.2 Mark Verification

Mark verification is carried out at the end of each term's Programme of Assessment has been completed and before schedules and reports are printed.

The subject head is responsible for this process and a declaration of completeness is recorded (see Addendum) and submitted to the Deputy Principal. All assessment tasks must be verified on both the WCED recording sheets and Edupac by the subject educators.

Learners may compare their mark / moderated mark on their scripts / tasks in their portfolio with the recorded mark on the schedule as well as the recorded mark on Edupac / CEMIS.

All missing marks and scripts must be investigated by the Subject Head. Reasons for missing marks and scripts must be reported by the subject head in written form to the Deputy Principal who will in turn report to the Principal. This constitutes an irregularity and must be investigated by SAIC.

9.3 Termly Results Analysis

Each educator is responsible for analysing the results of each class that he / she teaches. The Termly Analysis Report must be completed and submitted to the Subject Head on the due date.

This analysis allows the educator to monitor his / her progress in achieving the identified targets per class; to identify learners at risk who require intervention and implement possible strategies to improve curriculum delivery in the future.

Each subject head is to compile a Termly Analysis per grade using the data from the educators. This allows the Subject Head to monitor curriculum delivery in the department; to mentor educators and ensure that there is equitable teaching taking place. This report must be submitted to the Deputy Principal on the due date.

The Deputy Principal is to compile an Academic Report per term based on the data from the subject heads, a global analysis of results per grade and quality of passes. This report is then submitted to the Principal and is presented to the SGB. The report allows the Deputy-Principal and Principal to identify areas of excellence and concern, and to monitor the school's progress in reaching the set academic targets for the year. (See Addendum)

9.4 Learners at Risk

Learners who are at risk of not meeting the progression and promotion requirements must be identified at the end of each assessment cycle.

The educator must record the names of these learners and complete the “Learners at Risk” form. (See addendum). The parents / guardians of these learners must be contacted, either telephonically or via email, and a meeting must be arranged to discuss the concerns of the educator.

These learners are to be placed in the tutoring programme in order to improve the results of the learner.

10. PROCEDURE FOR TESTS AND EXAMINATIONS

10.1 Setting of Tests and Examinations

The examiner must submit the exam paper, memorandum and design grid to the subject head for moderation before or on the due date for pre-moderation.

The subject head must moderate the paper and return the moderated paper and moderation report to the examiner. The examiner must make the necessary amendments to the examination paper and / or memorandum where necessary and resubmit the test / examination to the subject head.

10.2 Printing, packing and storing of tests / examinations

The examiner hands in the examination / test to the Deputy Principal at the office for copying. The examiner must record that the examination / test paper was handed in for copying.

The examiner must check the printing quality, addendums, data sheets etc. and pack the examination papers in the respective classes / groups.

Tests / examinations for Grades 8 – 11 are stored in the exam room. Tests / examinations for Grade 12 are stored in the safe.

No tests / examinations may be removed from the exam room / safe prior to the date of the examination / test. The examiner must ensure that the tests / examinations are packed according to the invigilation timetable; have a register per class on which learners who have extra time are indicated.

Examiners are to save a digital copy of the test / examination in the concession folder for learners who make use of the digital scribe / reader programme.

The subject head is to ensure that all papers are packed correctly in the exam room 2 days before the start of the test / examination period.

The examination co-ordinator(s) from the Academic Committee are responsible for packing the tests / examinations per day into the class / venue folders.

10.3 Preparation of exam / test venues

Educators will prepare the exam venues as necessary the day before the examination period starts.

- extra desks to be put into the corridors

- protect computer equipment / remotes / smart board pens
- display the “No cell phones” and “No Cheating” signs in the front of the classroom
- Arrange desks (as far as possible) in five rows, and spaced out as far as possible
- educator’s table and chair to be put at the rear of the room (if possible)
- seat learners in alphabetical order
- all boards to be cleaned and any helpful information on the pinboards to be removed
- an up-to-date class list and seating plan to be taped to the educator’s table
- the following headings **MUST** be used on the learner’s scripts:-

NAME OF SUBJECT (leave 1 line open) Name and surname educator Grade and Class Description of assessment (leave 1 line open)		Surname and Initial of Date
(leave 4 lines open)		
		Draw a right margin of 2cm

- please put the above on the board and during exams check to see that the learners are adhering to it.
- During the examinations, the automatic bell will be switched off. Learners may only be released when the examination / test session has ended and the final bell has rung.

10.4 Invigilating during tests and examinations

10.4.1 Starting the examinations:

Invigilators are to:

- Check that the desks are spaced correctly.
- Ensure that no bags, notes, cellphones etc are brought into the test / examination venue. These must be placed outside of the venue.
- Ensure that the learners have the required stationery in a clear pencil bag, Ziploc bag or a plastic sleeve.
- Read the test / examination rules to the learners
- Ensure that each learner signs the test / examination control sheet
- Give each learner sufficient paper
- Issue question papers printed side down
- Read out and write on the board any errata or any special instructions
- Use the indicated times on the invigilation timetable. The learners must be given 10 minutes of reading time.
- Instruct the learners to begin the exam. Indicate the starting and finishing times on the board.
- Collect all scripts and question papers at the end of the allotted time.

10.4.2 During the examinations:

Invigilators are to:

- Walk around the venue at intervals;
- not leave the exam venue, but in the event of an emergency, make use of the intercom to call the office
- not mark, read or be on their cellphones while the exam is in progress
- advise learners of the passage of time but not too frequently
- not to assist the learners. If there is an error on the paper, check with the examiner for corrections. Don't assume you can fix it.
- If a learner is ill during an exam, contact the office via the intercom for an educator to collect the learner

10.4.3 At the end of the examinations:

Learners must check that their name appears on each page of the script and that the answer sheets are arranged in numerical order and stapled together (unless otherwise instructed).

Invigilators are to staple the scripts prior to collection.

Invigilators must insist on silence while collecting the scripts. Learners are to remain seated until all scripts are collected.

Collect the scripts alphabetically.

When all the scripts have been collected, ask the learners to check once more that all sheets have been handed in – no part of a script will be accepted after this.

10.4.4 After the examinations:

Invigilators are to:

- ensure that all learners leave quietly
- remain in the room until the last learner has left the venue
- take the scripts, unused paper and classroom key to the staffroom for the post-examination meeting.
- hand the scripts to the educator concerned. If the educator is absent, place the scripts in the exam room for safe keeping.

10.5 Regulations for the learners

Learners are:

- to ensure that all cell phones or electronic devices must be turned off and left outside of the examination venue.
- to ensure that all books, notes etc. must be placed in their suitcases which must be left outside of the examination venue.
- Not to borrow stationery or mathematical instruments during the exam
- Not to talk during the exams or study periods
- not to use books on which to place their scripts
- to put up their hands if they require extra paper
- to ensure that they headed their scripts correctly
- to read and follow the instructions on the question paper
- ensure that they have numbered the questions correctly
- ensure that they have placed their answer sheets in the correct order
- ensure that they have handed in all their answer sheets

The exam starts with the handing out of the question papers and ends when the last script has been collected
Any attempt at dishonesty will be severely dealt with (see SAIC)

When examinations are not in progress, learners must study quietly on their own – they may not sit together, play games, listen to electronic devices, sleep etc.

A learner may only leave an exam venue in the case of an emergency and may not ask permission to see an educator to have work explained to him / her.

10.6 Dishonesty in an examination / test

If dishonesty is suspected, it must be reported to the Deputy Principal after the exam.

Remove the script from the learner, note the time on it and indicate "IRREGULARITY".

Give the learner clean sheets of paper and allow the learner to complete the exam.

After the exam, escort the learner to the office.

11. ABSENTEEISM FOR ASSESSMENT TASKS

- If a learner misses a test / exam as a result of being ill, the medical certificate must be dated the same date as the missed assessment, i.e. the day of the doctor's consultation must be the same as the date of the missed assessment. No back-dated medical certificates will be accepted as evidence of a valid absence. In the event that a doctor's appointment cannot be made, an affidavit must be obtained from a police station. The date on the affidavit must be dated the same date as the day of absence on which the assessment was missed. Pharmacy receipts (for self-medication) must accompany the affidavit.
- No test / examination / assessment will be written earlier to accommodate earlier flights, holiday bookings, long weekend vacations and similar. This is to protect the integrity of the assessment.

The below regulations have been taken from the National Education Department's policy document: *Regulations pertaining to the National Curriculum Statement Grades R-12*.

11.1 Regulations pertaining to School-Based Assessment, Practical / Oral Assessment Tasks and Examinations.

The following are the only accepted valid reasons for missing a SBA, practical / oral assessment task:

- illness, supported by a valid medical certificate, issued by a registered medical practitioner
- a death of an immediate family member (father, mother, brother, sister, grandparents, legal guardians, and foster parents;) supported by a copy of the death certificate.
- the learner had to appear in a court hearing, which must be supported by written evidence from the court.
- representation in a provincial, national and / or international competition as a South African representative, which must be supported by written evidence from the relevant sporting body.

11.2 Absence or work not submitted on the due date without a valid reason:

If a learner did not complete a written, oral or practical assessment task (excluding a test / examination):

- he / she must submit it by the second or third week of October, 3 weeks before the November examinations commence.
- Unless submitted by that week, a code of x:abs will be used for the missed assessment task and the final term result for that subject will reflect this upon the report card.

11.3 Absence or work not submitted on the due date with a valid reason:

If a learner is going to miss a SBA, oral / practical assessment task for any of the above stipulated valid reasons, he / she must:

- inform his / her Grade Head in advance where possible
- provide all written evidence that supports his / her reason for absence to the Grade Head.

- hand in the task on the day he / she returns to school.
- set a date for the missed oral / practical assessment task with the relevant subject teacher on the day he / she returns to school.
- should the learner fail to submit the outstanding task, the marks for these tasks will be omitted and the final mark for the relevant subject will be adjusted for promotion purposes based on the tasks already completed by the learner for the relevant subject.

If the learner missed a test and / or examination for any of the above reasons:

- the code A:abs will be used for the missed task. The final term results will be adjusted automatically according to what tasks the learner has completed and submitted.
- he/she will write a re-test during the prescribed re-test period.

11.4 Re-tests for missed tests / examinations with a valid reason for absence

Tests missed in term 1 will be written in Term 2 and tests / examinations missed in terms 2 and 3 will be written in term 4.

These re-tests will take place after school, and will take precedence over any sporting or cultural activities as well as outside appointments. The learner will be informed of the dates by the Grade Head. The learner and parent must sign the intervention letter.

Should the learner fail to present him/herself for a re-write of a test and/or exam, he /she will retain the initial result for the assessment task.

In accordance with the Department of Education policy, any learner who absents themselves from scheduled SBA or Practical / Oral Tasks for no valid reason must not be permitted to write the final end-of-year examination.

11.5 Absence during the end-of-year examinations

11.5.1 In the case of illness (for example hospitalisation) or any other circumstance beyond the control of the learner (and acceptable to the Academic Committee), the learner must submit a medical certificate, affidavit or acceptable proof, countersigned by the Deputy-Principal. In the case of a Grade 12 learner, this will be submitted to the Head of the Assessment body for a final decision regarding his / her promotion.

A mark based on the SBAs and / or the Practical assessment tasks (where applicable), obtained by the learner prior to his / her illness will be calculated and awarded to the learner.

11.5.2 Learners who absent themselves from the end-of-year final examinations for no valid reason, will not receive their results.

12. CONCESSIONS AND ALTERNATIVE METHODS OF ASSESSMENT

For learners with special educational needs, the principle of inclusion must be applied using special conditions such as the adaptation of the assessment task, adjustment of time allocated for an assessment task, individualised assessment techniques and strategies, and providing expanded opportunities.

The process of assessing all learning (including disabled, gifted and talented learners) must follow the principles outlined in this policy and in Education White Paper 6 on Inclusive Education, 2001.

Alternative methods of assessment relate to any adaptation to the standard form of assessment or conditions relating to the assessment that are put in place to address barriers experienced by some learners during assessment processes.

The purpose of alternative assessment methods is to minimize the impact of a range of barriers upon the performance of the learner.

A learner can be considered for concession if there is a full assessment by an appropriate professional; the learner has a previous history of support needed and application is approved at district level.

Applications must be valid for the full 5 years at high school for the concession requirements to be followed. Learners entering the FET phase must re-apply for their concession. No learner will be granted the recommendations of a concession until it has been approved by the WCED.

Applications for a concession must be made through the school counsellor, Ms Liddle. Ms Liddle will make the list of concession learners available to the staff at the beginning of the year.

Learners who have been granted a scribe / reader will have a training session on how to use the software prior to tests and examinations.

12.1 Types of concessions

12.1.1 Immigrants

An immigrant is a learner who enters the South African school system after Grade 7 or was out of the South African school system for 2 consecutive years.

The learner will offer one SA Language & pass at 30% + 1 other subject as replacement or offer his or her home language as stipulated in the policy *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework paragraph 12(1) (a) – (v) (bb)*.

12.1.2 Dyscalculia and Dyslexia:

A learner can be considered for exemption from Mathematics / Mathematical Literacy if there is a full assessment by an appropriate professional and offers one subject as replacement. (Grade 10 – 12)

Dyslexic learners may offer one (1) official language at FAL level which is the LOLT, provided that another subject is offered in lieu of the one official language that is not offered. Such a candidate must still comply with the promotion requirement, i.e. three (3) subjects passed at 40%, three (3) subjects passed at 30%.

Mathematical disorders: Learners suffering from a mathematical disorder, such as dyscalculia, may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics. Such a candidate must still comply with the promotion requirement, i.e. three (3) subjects passed at 40% (including HL) and three (3) subjects passed at 30%.

12.1.3 Extra-time:

A learner can be granted extra time if there is a full assessment by an appropriate professional.

Learners who have been granted extra-time learners will write control tests / examinations in the test venues and be given the granted extra time at the end of the formal test / examination session.

12.1.4 Scribes / Readers:

A learner will be granted the use of a scribe and / or reader via the use of EXAM PORTAL if there is a full assessment by an appropriate professional and it has been approved by the WCED.

The learners will write their tests / exams in the computer labs.

12.1.5 Spelling and handwriting

A learner can be granted a spelling concession if there is a full assessment by an appropriate professional.

A learner can be granted a handwriting concession if the handwriting is such that it cannot be read or understood.

Application for this concession must be made with the WCED.

12.2 Alternative methods of Assessment

12.2.1 Scribes / Readers

Learners will make use of either Dragon Speak or Exam Portal for tests and exams at a cost for the parents.

No human scribes / readers will be utilised.

Learners must provide their own noise-cancelling earphones.

12.2.2 Partially blind learners

Learners who have been assessed as being partially blind, will receive exam / test papers printed in Ariel size 20 or as stipulated on the concession.

12.2.3 Spelling and handwriting

Learners who have a spelling concession will not have marks deducted for spelling.

Learners who have a handwriting concession will be provided with a laptop on which they will type their answers for tests and examinations.

13. SAIC (SCHOOL ASSESSMENT IRREGULARITY COMMITTEE)

13.1 SAIC Committee

As per *Regulations pertaining to the Conduct, Administration and Management of Assessment for the National Senior Certificate*, Milnerton High School has a SAIC to deal with academic irregularities.

SAIC will:

- Deal with Internal assessment irregularities involving teachers and learners at school-level, in accordance with the guidelines (WCED Circular: 0016/2017)
- Address all assessment irregularities, in both the General Education and Training (GET) and Further Education and Training (FET) bands.

13.2 Irregularities

Assessment irregularities include the following:

13.2.1 behavioural irregularities

- a) late arrival for a test and / or examination
- b) creating a disturbance during the test and / or examination
- c) intimidating the invigilator before, during and / or after the test and / or examination
- d) disregarding the arrangements and / or instructions pertaining to the test and / or examination
- e) removing the script from the exam / test venue

Sanctions, in the case of the above:

- a) - the learner will complete the test / examination in the remainder of the time.
- the learner will NOT be given extra time to complete the test / examination in.
- b) - the learner will be removed from the venue to complete the test / examination in another venue. -
- an incident report will be written and filed
- the learner will be given a detention
- c) - the learner will be removed from the venue to complete the test / examination in another venue. -
- SAIC (School Assessment Irregularities Committee) or part thereof will meet with the parents
- an incident report will be signed at this meeting
- the learner will be given a detention
- d) - the learner will be removed from the venue to complete the test / examination in another venue. -
- an incident report will be written and filed
- the learner will be given a detention
- e) - SAIC (School Assessment Irregularities Committee) or part thereof will meet with the parents
- an incident report will be signed at this meeting
- the learner will get zero for the test / examination

13.2.2 dishonesty: (including but not limited to the following)

- a) copying or obtaining help from a fellow learner
 - b) assisting another learner during a test and / or exam
 - c) found in possession of an unauthorised electronic device
 - d) found in possession of unauthorised material and / or crib notes
 - e) plagiarism:
 - It is passing someone else's work/ideas off as your own and not acknowledging that source
 - It is stealing intellectual property - written word, photos / images, songs, designs and so on.
 - Copying text from a source (verbatim) without using quotations
 - Only changing some words (e.g. using synonyms) of the original text
 - Copying text and only changing the order of phrases or paragraphs
 - When work is cited, but the citations are non-existent or the information about sources is inaccurate
 - Quoting text profusely, even if the sources were cited because this means that very little / none of your own original work was presented
- Learners will sign an annual plagiarism declaration at the start of the academic year. This will be filed by the Grade Heads in the Exam room.***
- f) sharing (emailing, providing a soft copy) and / or allowing another learner to copy one's work (e.g. project, task, investigation, tutorial, orals)
 - g) obtaining work (e.g. project, investigation, tutorial, orals) from learners in other grades and / or classes and submitting it as one's own
 - h) Submitting work that has been translated by Google translate; any translating app / programme and / or another source including a person.
 - i) Submitting work assembled by artificial intelligence (AI, Chatgtp and the likes) without the substantive and qualitative contribution of the learner.

Sanctions, in the case of all of the above:

- SAIC (School Assessment Irregularities Committee) or part thereof will meet with the parents
- an incident report will be signed at this meeting

- the learner (and the learner who provided assistance) will get zero for the test, examination, task, investigation, tutorial and / or oral

13.2.3 cellular phones / bluetooth devices / smart devices

- a) bringing a cellular phone / smart device / bluetooth device into the venue; or having in their possession a cellular phone / smart device / bluetooth device where formal assessment is taking place, for example, test, examination, controlled task, whether it is on or off.

Sanctions, in the case of all of the above:

- SAIC (School Assessment Irregularities Committee) or part thereof will meet with the parents.
- an incident report will be signed at this meeting
- the learner who had the cellular phone / smart device / bluetooth device on him / her or who brought it into the assessment venue may get zero for the test, examination and / or task pending the investigation.
- In the event of a Grade 12 learner, the Circuit Manager will be informed via email and a meeting will be arranged between the grade 12 learner, parents, SAIC and the Circuit Manager
- if the learner commits an academic irregularity for a 2nd time, he / she will attend a meeting with a member of the SGB. A 3rd offence, will require the learner to attend a hearing before the SGB.

13.3 Procedure

The incident must be reported to the Deputy-Principal and an incident report must be completed by the educator. The learner's work must be attached to the report and both must be handed to the Deputy-Principal.

SAIC will investigate the matter further.

SAIC will convene a meeting to investigate and discuss the irregularity. A recommendation will be made at this meeting.

The parents will be contacted and requested to attend a meeting with members of SAIC. An incident report will be signed at this meeting by the parent, learner and principal.

The irregularity will be recorded on the WCED spreadsheet that is submitted at the end of every term.

14. APPEALS

Parents who are unhappy with the progression and promotion results at the end of the year, can appeal to the school to relook at the final outcome of their child.

14.1 Procedure

The Deputy-Principal will identify learners who are at risk of not meeting the progression and promotion requirements. The portfolios of these learners must be collected by the Grade Heads.

Parents of learners who have not met the progression and promotion requirements will be contacted by the Grade Heads after the progression and promotions meeting. Parents will be given the opportunity to appeal the decision.

The parent/guardian of the learner must complete Part 1 of the appeal form (see Addendum), providing a reason for the appeal to ensure that the appeal is managed at school level.

The principal will acknowledge the appeal from the parent; investigate the appeal together with the appeals committee by verifying the marks from the learner evidence, record sheets and mark schedules as well as the remark/moderation of learner evidence where applicable.

The outcome of the investigation will be sent to the parent via email, using Part 2 of the appeal form (see Addendum). A copy of Part 2 will be filed by the Deputy-Principal.

The parent/guardian will complete Part 3 of the appeal form (see Addendum), indicating whether the decision of the school is accepted or not accepted and whether he/she would like to appeal to the district director.

Milnerton High School will send the learners' portfolios to the District in the event that the parent wishes to appeal the final outcome at district level.

The district director will communicate the outcome of the appeal to the parent and the school. The decision of the district director is final.

Parents must complete the application to appeal by the end of the 1st week of the new academic year.

15. SUBJECT CHOICE AND SUBJECT CHANGES (FET)

15.1 Subject Choice Grade 9

Grade 9 learners are required to choose their subjects for Grade 10 in their Grade 9 year.

The Deputy Principal will hold information sessions with the grade 9 learners and parents in Terms 1 and 2. Grade 9s will make their provisional selection via a microsoft form at the end of term 2.

The following criteria will apply:

- Learners will only be allowed to take Mathematics if an average of 50% is achieved for control tests and examinations from term 1 to 3. A waiting list will be drawn up and learners on this waiting list who achieve 50% plus in the November examination will be placed in the Mathematics classes.
- An entrance exam will be written for CAT, Design and Accounting. Learners who achieve 50% (Accounting and Design) and 45% plus for CAT will be allowed to take these subjects.
- A maximum of 35 learners per subject class will be allowed, except for Dramatic Arts, Visual Arts, Design, Consumer Studies and Hospitality where a maximum of 25 learners per class is allowed.
- Physical Science requires Mathematics.

At the end of the grade 9 year, all subject choices must be finalised.

15.2 Eighth Subject

Learners may only offer an 8th subject from Grade 10. They cannot request to do an 8th subject in grade 11 or 12. This 8th subject must be an approved NSC subject.

The learner may take this 8th subject either at school or at an institution outside of school. The Deputy Principal needs to be informed in writing of the 8th subject and if the subject is taken outside of the school, the relevant educator at the institution is to communicate with the Deputy Principal and provide her with the assessment marks.

The nature of the timetabling at Milnerton High School, does not allow for the learner who wishes to take an 8th subject to attend classes on a full-time basis for the subject. The learner will have to make contact with the relevant educator re: notes. Taking an 8th subject is essentially self-study.

The learner will have to complete all assessment tasks for the 8th subject as per the designated date and time slot. In the event of the learner's subjects' tests/examinations being written simultaneously, the learner will have to write both assessments on the same day so that the integrity of the tests/examinations is not compromised.

15.3 Music as a subject

Learners who wish to take music as part of their 7 NSC subjects must have a Grade 3 practical and theory level.

Learners in grade 9 and grade 10 who display exceptional talent but who do not have a Grade 3 practical or theory level, will be required to sit for a practical entrance exam set by the Head of Music. The decision to allow the learner to take Music as a subject rests with the Head of Music.

15.4 Changing Subjects

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.

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.

In exceptional cases a learner may change one additional subject in Grade 11, provided this is done before 15 December of the Grade 11-year.

Approval for changing a subject in Grade 12 must be obtained from the Head of the assessment body. The following documents are needed:

- a letter of motivation from the learner's parent or guardian;
- a letter from the Principal, either supporting or providing reasons for not supporting the change;
- a letter from the subject teacher, outlining the programme to be followed to assist the learner in covering those aspects of the Curriculum and Assessment Policy Statements of the new subject for the previous grades that were not completed.

A learner who changes a subject in Grades 10, 11 or 12 will be exempted from the School-Based Assessment requirement of the new subject for the period before the change was affected, provided that:

- he or she has complied with all the School-Based Assessment requirements of the subject he or she wants to change for the period before the change is to be affected; and
- he or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was affected.

The learner, or the parent or guardian of the learner who changes a subject is in Grades 10, 11 or 12 and who encounters learning difficulties due to the subject change may not hold the provincial education department responsible for changing a subject.

The following procedure applies to all requests for subject changes:

- Request a subject change with the Head of Academics. The Head of Academics will approve the application for a change if:

- a) There is a space available in the classes (a maximum of 33 – 35 learners / 25 learners for practical subjects per class)
- b) The learner meets the requirements
- c) It is in the best interest of the learner
 - The learner will collect and complete memorandum of Agreement (Addendum B)
 - A letter of motivation from the learner's parent or guardian must accompany the MOA
 - The learner's application will be made on CEMIS and once approved by the WCED; it is then updated on Edupac.
 - If learners wish to change to subjects that have a large skill/practical component, such as CAT, the learner must first demonstrate competence in the required knowledge and skills by writing the assessments missed before leaving the old subject. A change to CAT after Grade 10 is virtually impossible.