

RBHS



ACADEMIC POLICY 2025

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ACADEMIC ASSESSMENT AND SUBJECT POLICY

1. PROGRAMME REQUIREMENTS FOR THE SENIOR PHASE - GRADES 8 & 9

The duration of the Senior Phase is three years, namely Grades 7 - 9. To be promoted to the Further Education and Training Phase (FET) a learner must:

- Complete the programme requirements for each grade of Grade 8 and 9 separately; and
- Comply with the assessment and promotion requirements for each grade of Grades 8 and 9 as contemplated in the policy document, *National Protocol for Assessment Grades R – 12*, and the National Curriculum and Assessment policy Statements of the various subjects for the General Education and Training Band, as listed in this document.

The minimum entrance requirement for Grade 8 (Grade 9) is an official Grade 7 (Grade 8) school report which indicates that a learner has met the requirements for promotion to Grade 8 (Grade 9).

NB: There are circumstances where a learner may be allowed to enter into Grade 8 or Grade 9 or even Grade 10 without having a complete report for the previous year for e.g. where a learner has missed a number of years of schooling for religious reasons. Such a learner may be too old to go into the grade after the one that he last passed. In cases like these, there are special requirements that such a learner may need to fulfil for e.g. he may be required to write an exam in English and or Mathematics to establish academic ability. Even if a such a learner demonstrates fair academic ability, admission to the requested grade is not automatic and will **only** be considered after discussion with and approval of the WCED.

In grades 8 and 9 a learner must offer and complete the learning programmes in the following nine (9) subjects:

1. English Home language
2. Afrikaans First Additional Language OR IsiXhosa First Additional Language
3. Mathematics
4. Natural Sciences (Physics and Biology)
5. Life Orientation
6. Social Sciences (History and Geography)
7. Technology
8. Creative Arts (Art and Drama OR Drama and Art OR Music and Drama)
9. Economic Management Sciences

Please Note: Immigrant learners have an Afrikaans **concession**. This means that they must do Afrikaans First Additional Language or IsiXhosa First Additional Language in Grades 8 and 9, but are exempt from passing it. Such learners must apply for an Afrikaans **exemption** in Grade 10. If an exemption is granted, the learner will have to replace Afrikaans with another approved subject.

PROMOTION REQUIREMENTS FOR GRADES 8 AND 9

PROMOTION CRITERIA: GRADES 8 and 9

SUBJECT	PERCENTAGE	CODE
HOME LANGUAGE	50%	4
ANOTHER HL/FAL	40%	3
MATHS	40%	3
NS, TECH, LO, SS, CA, EMS	40% in 3 of these 6 subjects 30% in 2 of these 6 subjects May have < 30% in one of these 6 subjects	3x3 2x2 1

In summary, a learner will be promoted if he has completed all the SBA requirements of the nine subjects above and he has complied with the promotion requirements stated above in eight of the subjects.

PROMOTION WITH ADJUSTMENTS AND CONDONATION: GRADES 8 AND 9

At the end of the Grade 8 and 9 year, individual candidates can progress to the next grade by mark adjustments in THREE subjects and/or a condonation in Mathematics as outlined below:

- The focus of mark adjustments will be on individual subjects and not on overall pass rate of the school in a grade.
- Mark adjustments will only be applied in a maximum of three (3) subjects per learner.
- The adjustments will be applied to learners who have obtained a mark which is within a 5% range of the pass requirement in a subject, but will only be applied to subjects requiring 40% or 50%, not to subjects requiring 30%
- The Western Cape Education Department (WCED) recording and reporting mark sheet will automatically adjust the marks on the schedule if a learner qualifies for a promotion with adjustments.
- All learners whose marks were adjusted in order to progress, will automatically be indicated on the promotion schedule as “Promoted with adjustment” in the remarks column.

PROGRESSION WITH SUPPORT

- A learner who has not met the promotion requirements after adjustments and/or a condonation has been applied, will be retained in the grade.
- Please Note: A learner cannot be retained in the same phase for longer than four years, except under exceptional circumstances.
- A learner who has already been retained for a year in the senior phase, will be progressed to the next grade with support

RBHS offers the following support to candidates in Grades 8 and 9:

- Learners at risk are identified at the end of term 1 and 2 by the House director, and procedures put in place to address their needs. Parents are informed and the school counsellor becomes involved. Full records of interventions must be kept.
- Follow-up on progress with interventions takes place at the end of term 3.

THE FET PHASE GRADES 10 - 12

A full-time learner in the FET Phase is a learner who has enrolled for tuition and who offers a *National Curriculum Statement Grades* programme in a full-time capacity at a public or independent school or any other registered institution and who presents seven (7) subjects in terms of the National Senior Certificate programme requirements. Such a candidate must fulfil all internal assessment requirements of the National Senior Certificate, including oral and practical requirements where applicable, as contemplated in the National Curriculum and Assessment Policy Statements of the relevant subjects.

3.1 Duration

The duration of the Further Education and Training Band is 3 years, namely Grades 10 - 12. A learner must:

- Offer all subjects selected for all three grades, Grades 10-12 and complete the programme requirements for these grades separately; and
- Comply with the SBA requirements for Grades 10, 11 and 12 and the external assessment requirements of Grade 12 as contemplated in the policy document *National Protocol for Assessment Grades R – 12*, and the National Curriculum and Assessment Policy Statements of the various subjects listed below.

3.2 Entrance requirement for the further education and training band at RBHS

The minimum entrance requirement for Grade 10 is an official Grade 9 school report which indicates that a learner has met the requirements for promotion to Grade 10.

All Grade 9 learners will make a subject selection for Grade 10 during August of their Grade 9 year. The Life Orientation department will inform and liaise with learners regarding career options and the requirements.

SUBJECTS OFFERED IN THE FET PROGRAMME AT RONDEBOSCH

4.1 Parameters

It is within the mandate of the Board of Governors to set the curriculum and therefore decide if a subject is to be offered at the school or if it is to be taken off the curriculum on offer. The SGB is guided by the school management in this regard.

- Only subjects that are economically viable and have strong support from the student community are offered. Because Rondebosch is a Quintile 5, fee paying school, a subject must pay for itself and the required educators to support it.
- If fewer than 10 students choose a subject consistently over a three year period it will, after consultation, be phased out.

4.2 **Subjects**

The four (4) compulsory subjects are:

1. English Home Language (HL) (Language of Instruction)
2. Afrikaans First Additional Language (FAL) OR isiXhosa First Additional Language (FAL)
3. Mathematics or Mathematical Literacy
4. Life Orientation (including Physical Education)

Candidates must then choose a minimum of three (3) other subjects from the following list:

Accounting
Business Studies
Dramatic Arts
Economics
Engineering, Graphics and Design (EGD)
Geography
History
Information Technology (IT)
Life Sciences
Marine Sciences
Physical Sciences
Visual Arts

4.3 **Provisos**

- The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.
- A candidate may not offer both Mathematics and Mathematical Literacy.
- A candidate wanting to study Physical Sciences **must** take Mathematics.
- Sub-minimums: Because IT and EGD rely on one computer per candidate and given the number of educators available, these subjects can only be offered to a limited number of candidates. A cut off of 30 pupils per stream is required and therefore a learner may only take these subjects if he reaches a sub-minimum of 60% (level 5) in Mathematics. This threshold is set based on the minimum requirement of 60% for Mathematics for IT, Building and Architectural Sciences at tertiary level.
- Learners do not fare well in Physical Sciences if they are not proficient in Mathematics, therefore a sub-minimum of 60% is also recommended to take this subject.
- A learner may not take Economics and Business Studies in Grade 10, but may do so in Grade 11 and 12.
- A learner may not take Life Sciences and Marine Sciences

Please note that subject choices must be made with careful thought to the following restrictions by departmental regulation on certain subjects:

- The following subjects must be selected at the start of the Grade 10 academic year. It is NOT recommended to change from another subject to these subjects later in the year:
Engineering Graphics and Design (EGD)
Information Technology (IT)
- Should learners wish to change to Visual Arts in the Grade 11 year, it must be taken from the start of the Grade 11 year.

4.4 **Additional subjects**

- The school will not offer more than the mandatory seven subjects within the school timetable.
- Applications for additional subjects are done through the Mr Ebrahim (Head of Academics).
- All the additional subjects is done in the learner's own time and at his own cost in a way that does not impact on the requirements of the school programme.
- If the additional subject is offered at another school or accredited institution, the learner must obtain the permission of the principal of the school or institution where the additional subject will be offered.
- Any extra subjects must be registered for recording with the Western Cape Education Department if they are to be recognised for official promotion and evaluation purposes.
- The additional subject/s must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.
- All the internal assessment requirements and the Practical Assessment Tasks as contemplated in the policy document *National Protocol for Assessment Grades R – 12* and the National Curriculum and Assessment Policy Statements for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12 and must be assessed by a qualified professional educator in the field of study. The school or institution offering the additional subject must forward all SBA and PAT marks to Mr Ebrahim (Head of Academics).
- The National Senior Certificate is a three-year qualification and each subject must be offered in Grade 10, 11 and 12. Candidates may therefore, not apply at the beginning of Grade 12 to register for an additional subject.

5. **LEARNER PLACEMENT IN SUBJECT CLASSES**

Many of our subjects stream learners into classes according to academic ability. Although we understand that there are many who view streaming as detrimental to learners, we believe that careful consideration of context, criteria and correct implementation, ultimately yields the following advantages:

- **Tailored Instruction:** High-achieving students may benefit from more advanced and challenging material, while students who need additional support can receive targeted remediation
- **Pace Setting:** High achievers and fast learners may progress at a faster pace, preventing them from becoming bored or disengaged in class. Those who need more time to grasp the learning material, can work at a slower pace
- **Increased Confidence:** Learners in a class with peers having similar academic abilities, can create a positive learning environment where they feel more comfortable participating and taking risks
- **Efficient Use of Time:** Teachers can focus on the specific needs of the group without having to differentiate instruction for a wide range of abilities.
- **Specialized Teaching:** In streamed classes, teachers may have the opportunity to specialize in teaching a specific ability level, allowing them to develop expertise in tailoring instruction to the needs of that particular group.

Please note: Once a learner is assigned to a specific teacher's class, requests for reassignment, whether initiated by the learner or their parents/guardians, will not be accommodated. Moving learners to their preferred teacher's class is a practice that we cannot sustain. Efforts will be made to establish supportive structures for learners facing challenges in a particular teacher's class. Our belief is that learners should actively confront and address the issues they encounter in the learning environment as a valuable part of the overall learning experience.

6. **FET PROGRESSION CRITERIA: GRADE 10 - 12**

In order to be promoted to the next grade a learner must meet the following requirements:

- Complete all School-based Assessment tasks (SBA) in all his subjects.
- Pass Home Language at 40%.
- Pass TWO other subjects at 40% (this could include Life Orientation).
- Pass THREE other subjects at 30%.

This means that if a pupil gets below 30% in two subjects, he will not be promoted. NB There is NO CONDONATION allowed in Grade 10 and 11.

Please Note: Immigrant learners will, if it is applied for at the end of their grade 9 year, be exempted from doing Afrikaans First Additional Language or IsiXhosa First Additional Language.

No learner should stay in the same phase for longer than four years, except under exceptional circumstances.

7. **TYPES OF PASSES IN THE FET PHASE**

To gain admission to a **Degree course (Bachelors pass)**, a learner has to:

- Pass English Home Language with at least 40 %.
- Must have at least 50 % for FOUR subjects (excluding LO).
- Must have at least 30% for TWO other subjects.

To gain admission to a **Diploma course**, a learner has to:

- Pass English Home Language with at least 40 %.
- Must have at least 40 % for FOUR subjects (excluding LO).
- Must have at least 30% for TWO other subjects.

To get a **Higher Certificate pass**, a learner has to:

- Pass English Home Language with at least 40 %.
- Must have at least 40 % for TWO subjects
- Must have at least 30% for THREE other subjects

Please note: A learner will not be promoted if he achieves less than 30% in two or more subjects.

8. **SCHOOL-BASED ASSESSMENT (SBA)**

SBA, both formal and informal, is the process of gathering valid and reliable information, by the teacher in the classroom, about the performance of the learner on an on-going basis against clearly defined criteria, using a variety of methods, tools, techniques and contexts.

Regarding Midyear, Trial and Final Examinations, please note the following:

Midyear/June Examinations:

Grades 8 and 9	Full scale examination in all subjects
Grades 10, 11 and 12	Full scale examination in all subjects

Trial Examinations:

Grade 12	Full scale examination in all subjects
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End-of-year (Final) Examinations:

Grades 8 and 9	Full scale examination in all subjects
Grades 10 and 11	Full scale examination in all subjects
Grade 12	Full scale National Senior Certificate examinations

The ratio of SBA to Final Examination in the different grades are as follows:

Grades 8 and 9

Grades 8 and 9	School-based Assessment (SBA)	60 %
	Final Examination	40 %
	Grand Total	100 %

Grades 10 and 12

Grades 10 and 11	School-based Assessment (SBA)	40 %
	Final Examination	60 %
	Grand Total	100 %

Grade 12

For subjects **without** a Practical Assessment Task (PAT):

Grade 12	School-based Assessment (SBA)	25 %
	Final Examination	75 %
	Grand Total	100 %

For subjects **with** a Practical Assessment Task (PAT):

Grade 12	School-based Assessment (SBA)	25 %
	PAT	25 %
	Final Examination	50 %
	Grand Total	100 %

9. **ASSESSMENT TASKS**

Assessment tasks, formal and informal, are designed to get a measure of learners' skills and abilities and must therefore be valid, fair, standardised and of high quality.

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation to ensure that appropriate standards are maintained

Informal assessment is daily monitoring of learner's progress, done through observations, discussions, practical demonstrations, learner- teacher conferences, informal classroom interactions, etc.

Practical Assessment Task (PAT)

A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following NSC subjects at RBHS:

- Languages: Oral mark
- Dramatic Arts
- Music
- Visual Arts
- Engineering Graphics and Design
- Life Orientation
- Information Technology

9.1 **Setting the test/examination question paper**

- Departments decide what work must be covered for the exam, and make sure that all teachers and all boys know what this is. Make sure that the boys are familiar with the type of exam (eg multiple-choice) they will have. Exam details are to be supplied to the Academic Website at least three weeks before the exam period begins.
- Subject Heads decide what papers will be written, the time for each, and who will set and mark them. Give this information to the teachers drawing up the exam timetable when they call for it.
- It is the subject head's responsibility to determine who the examiner of an SBA task is. The Examiner will then take full responsibility for the setting of the assessment task that they have been assigned.
- Examiners may not to use questions from past papers as is. This could constitute a serious irregularity. Questions from past papers could be re-worked to give them a "fresh look". Note, however, that simply changing numbers, names, etc. is not acceptable.
- Exam papers must be typed (12 pt, Arial) and must, as far as possible, have the same appearance as a National Senior Certificate (NSC) Exam.
- Questions must be set out clearly to the candidates. Space the questions generously rather than cause confusion by trying to save space. Use and NSC exam question paper as a guide.
- Exam papers must NOT be reduced in size.

9.2 **Moderation of the Question Paper**

All **Formal SBA** tasks must be moderated.

- Once the examination/test question paper is set, **ALL** the teachers teaching that subject and grade for which the test is to be administered, **MUST** moderate the examination/test. This is the first moderation.
- When moderating a question paper, moderators must check the following:
 - (i) The complete title of the question paper is on the cover e.g. PHYSICAL SCIENCES: PHYSICS (P1)
 - (ii) The total marks for the Question paper is on the cover
 - (iii) The time allocation for the Question Paper is on the cover
 - (iv) The name of the examiner and the moderators are on the cover
 - (v) The numbering system on the question paper is correct and consistent with NSC guidelines
 - (vi) The Question paper has **ALL** the required data sheets and/or addenda
 - (vii) The per question mark allocation is correct and adds to the correct total mark allocation
 - (viii) The Question Paper is CAPS compliant and that there are no unfair questions
 - (ix) The Question Paper is balanced in terms of its level of difficulty
 - (x) The Question paper caters for different cognitive levels
- Note that if, as a result of moderation, an entire question is replaced by a new question, then **ALL** the moderators/teachers must see the question paper again.
- After moderation, the examiner will effect any suggested changes and hand the moderated and amended question paper to the subject head for a final moderation.
- The Subject Head is the chief moderator of all papers and he/she does the second moderation. If the subject head is the examiner, the next most senior teacher will be the chief moderator.
- Once the second moderation is complete, the examiner must effect any additional changes.
- The question paper then goes back to **ALL** the teachers to see the final version of the Paper.
- Once all the teachers are satisfied with the second moderation, the Question paper is signed off, by the subject head and is now ready for printing.
- The subject head must now draw up an internal moderation report for the Question Paper

Note: Below is an example of an internal moderation report for an Assessment



INTERNAL MODERATION REPORT

Moderation of the Assessment

Date: 19 November 2023
School: RONDEBOSCH BOYS' HIGH SCHOOL
Grade: 11
Subject: Physical Sciences
Assessment Type: Final Examination P1

INTERNAL MODERATION FINDINGS

The Question Paper

- Is of an excellent standard
- Is CAPS compliant and conforms to DBE standards
- Adheres to all requirements relating to format, instructions, numbering, mark allocations, time allocation, texts, quality of sketches, graphs and photographs
- Caters for the different cognitive levels
- Marks were justified for the amount of work required from the learner to answer particular questions.
- Has no unfair questions
- Uses appropriate language and contexts

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Subject Head/Moderator



9.3 **The marking guideline**

- After the examination/test is written, ALL the teachers who are marking the examination must meet to discuss the marking guideline. It is recommended that the marking guideline discussion is held after each teacher had marked a few scripts, so that inputs given during the discussions are informed by learner responses.
- The Examiner of the Question Paper is the chair of the marking guideline discussion
- The marking guideline discussion must have an arbitrator who is also the final decision maker in the case of disputes around an answer in the marking guideline.
- The arbitrator and final decision maker is either the subject head or a member of the department who has expertise in the topic that is being examined. If there is a dispute around an answer in the marking guideline, the arbitrator must, after having considered all the inputs, make a final decision around the issue in question.
- The marking guideline must cater for ALL different, correct responses from the learners All correct alternative answers must be included in the marking guideline
- The examiner, in consultation with teachers, must decide on an acceptable tolerance range for each question
- Ticks (✓) on the marking guideline must indicate what the mark is allocated for. The number of ticks must correspond to the number of marks allocated per question
- Teachers must continue to communicate with each other about possible additions to the marking guideline

9.4 **Moderation of learner responses**

- The subject head or an appointed senior teacher is responsible for the moderation of every batch of a teacher's marking
- Moderation of learner evidence is vital and ensures that:
 - (i) The marking guideline is consistently applied
 - (ii) All scripts have been marked
 - (iii) Marks have been allocated and added correctly
- The following process must be followed for the moderation of learner evidence:
 - (i) The moderator **must receive the entire batch** of marked scripts from the subject teacher/marker. Moderators **MUST NOT** ask the marker to give only 10% of the batch that must be moderated.
 - (ii) The moderator will, from the entire batch, choose 10% of scripts randomly to be moderated.
 - (iii) If there are too many marking errors or deviations from the marking guideline, the teacher must remark the entire batch
 - (iv) Once learner evidence has been moderated, the moderator must draw up an internal moderation report

Note: Below is an example of an internal moderation report for moderation of learner responses



INTERNAL MODERATION REPORT

Moderation of Learner Responses

Date: 19 November 2023
School: RONDEBOSCH BOYS' HIGH SCHOOL
Grade: 11
Subject: Physical Sciences
Assessment: Final Examination P1
Teacher: Mr SA Ebrahim
Class: D6

INTERNAL MODERATION FINDINGS

Moderation of learner responses

- The entire batch of scripts was handed in for moderation
- 10% of the batch was randomly selected for moderation
- The marking guideline was accurate and included alternative correct options
- The teacher adhered to the marking guideline
- Ticks (✓) are shown where marks are allocated
- Marks were added up correctly to give the correct total mark

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Subject Head/Moderator



9.5 **Remark**

When a remark is requested, the teacher and or subject head must

- Actually remark the script and not just do a shadow remark
- Use the most up to date marking guideline
- Must ensure that all questions are marked fairly
- Check that all totals and additions are correct

9.6 **Absence from an SBA activity**

- Learners who are absent on the day of an SBA activity must provide a valid reason, supported by valid documentation, for their absence. The following are regarded as valid reasons for absence:
 - (i) Illness, supported by a valid medical certificate, issued by a registered medical practitioner
 - (ii) Humanitarian reasons for e.g. the death of an immediate family member, supported by a death certificate
 - (iii) Appearance in court, supported by written evidence/affidavit
 - (iv) National sports representation, supported by documentation provided by the sports body
- If a learner missed an SBA activity for any reason other than those mentioned above, the head of academics will decide on the validity of the reason provided.
- On the day of the learner's return to school, the learner must hand documentation provided as proof of absence to his register teacher
- The learner who missed an SBA activity will get another opportunity to complete the missed activity
- A learner who, due to illness or for any other valid reason, is unable to write his final examination, will be awarded an assessed mark for the missed examination. The assessed mark must be based on his SBA and PAT (where applicable) marks obtained prior to the final examination.

9.7 **Handing in of SBA tasks**

A learner who does not hand in an SBA task on the due date, will get another opportunity to hand in the task at a date specified by the teacher, failing which, the learner will get a zero mark for the task for that term. The learner can then get a further opportunity to hand in the missed task, in order to ensure that he does not get zero for the assessment at the end of the year.

10. **ASSESSMENT RECORDS**

Records of learner achievement at RBHS are stored electronically in our recording and reporting system called Ed-Admin.

11. **ASSESSMENT ACCOMMODATIONS**

The purpose of an assessment accommodation is “To enable learners who experience learning barriers to demonstrate their true ability in the assessments without modifying the assessment”. Learners are eligible for an assessment accommodation if they have a diagnosed physical disability, learning disability or psycho–social disorder and they have a proven history and need of the accommodation. Please note that a learner will only apply for an assessment accommodation if a disability or disorder prevents the learner from completing the assessment or examination in the allocated time.

Application for an assessment accommodation must be made as early as possible in the learner’s school career, **PREFERABLY IN JUNIOR SCHOOL** and will only be considered if:

- There is available evidence of a history/ongoing problem, remediated and acknowledged by teaching staff and relevant professionals
- An academic staff member has recommended and filled in the necessary Support Needs Assessment Form (SNA) documentation
- Remedial action has been taken and a management plan has been tried and tested but with no success, hence the need for a concession.

11.1 **APPLICATION PROCESS**

- Applications are made via Mrs. Tracy Starke. She can be emailed at tracy.starke@rondebosch.com. Please make an appointment with her to discuss your intention **BEFORE** going ahead with testing with an Educational Psychologist.
- Applications are made at the beginning of a phase for that phase i.e., at the start of the Grade 7 year for Grade 7 – 9 and at the start of the Grade 10 year for Grade 10 – 12. Note that, for an accommodation in Grade 10 – 12, a trial period must have been done in the last 6 months of the learner’s Grade 9 year
- No applications can be made during the phase, except in the case of a medical emergency or physical injury
- Applications for the FET phase ie Gr10 – 12 closes on 30 April. Please get required documentation to Mrs Starke by 30 April. Note that a Gr11 or 12 learner cannot apply at this stage.
- After receiving all the required documentation, the school will apply at the WCED for the assessment accommodation. Parents/Guardians or the diagnosing professional cannot do the application privately.

EMERGENCY APPLICATIONS

In the event of a medical emergency or physical injury, please contact the Grade Head and Mrs. Starke immediately. The attending medical professional must provide a written recommendation for the accommodation that will be required. Mrs Starke will then complete the necessary application. If an urgent application is processed and approved due to a medical emergency or physical injury, then the accommodation is **only granted for the duration of the medical emergency or physical injury**.

11.2 **REQUIRED DOCUMENTATION**

The following documents are required before an application can be processed:

- Subject teachers complete the Teacher Observation Reports arranged by Mrs. Starke
- A full report (not older than 3 years) and done at the beginning of a phase, from an **Educational Psychologist** that shows a **clear diagnosis, discussion and recommendations**. It is the parents'/guardians' responsibility to get this done privately
- Please note that the following reports are **supporting** documents and cannot be submitted **instead** of the Educational Psychologist's report. Amongst others, these are reports submitted by:
 - (i) Medical specialists
 - (ii) General practitioners
 - (iii) Occupational and Speech therapists
 - (iv) Paramedical personnel
- Midyear and Final examination monitoring forms arranged by Mrs. Starke
- SBA test monitoring forms arranged by Mrs. Starke
- Copies of the Grade 9 and 10 academic reports
- Copy of a piece of creative writing that was marked by an English teacher
- 2 pages of Mathematics classwork
- Copies of incomplete tests and exams proving the need
- Certified copy (not older than 3 months) of the ID of both the learner and his parents/guardians
- If applicable, a letter from an extra subject teacher/tutor/remedial helper in support of the application
- WCED application form: Mrs Starke has these and completes them
- Current medical report: If on relevant medication ie anti-depressants or Ritalin etc. - the prescribing doctor may do this or a GP – a medical check-up re general health etc
- Samples of handwriting – if applicable. Photostat from a test or exam done recently
- Samples of spelling – if applicable. Photostat from a test or exam done recently

Please TAKE NOTE of the following:

- The WCED will NOT consider new applications for the FET phase as applied for in Gr 10, after **31 May 2023**
- Learners entering RBHS in Grade 8 or 9 with an existing assessment accommodation that was approved by the WCED in his Grade 7 year, will automatically have the accommodation for their Grade 8 and/or 9 years. Such a learner will have to **reapply for the accommodation at the start of his Grade 10 year and be reassessed at the beginning of Gr 10 NOT in Gr 9**.
- Learners entering RBHS in Grade 8 or 9 **without** an approved assessment accommodation, can only apply at the start of his Grade 10 year once **a trial period of at least six months has been undertaken and monitored** in the last 6 months of his Grade 9 year.

12. ASSESSMENT IRREGULARITIES

12.1 Types of irregularities and Sanctions - Learners

Cheating during an examination, test or any other SBA activity is a very serious offence. The table below shows some examples of assessment irregularities and the possible sanctions that could be imposed on a learner who, **after an investigation**, is found guilty of cheating.

Irregularity	Possible Sanction
<ul style="list-style-type: none"> A learner who refuses to abide by any or all of the minimum requirements for SBA in any subject 	<p>Incomplete results</p>
<ul style="list-style-type: none"> A learner who, in respect of a component of a mark for an internal assessment that is completed under controlled conditions, does any of the following: <ol style="list-style-type: none"> Creates a disturbance, intimidates others, or behaves in an improper or unseemly manner, despite a warning. Is drunk or under the influence of other drugs. Disregards the arrangements or reasonable instructions of the teacher, despite a warning. 	<p>The learner forfeits the opportunity to write or continue writing that specific assessment task The learner retains marks awarded for other components in the subject.</p>
<ul style="list-style-type: none"> Submitting an assignment or project that is not his own effort. Reproducing an assignment or project from another learner from the same school or another school and there is evidence of such copying. Presenting work that has been previously presented and for which marks were received, which could either be his own effort or that of another person. 	<p>Zero mark for the assessment task and Saturday detention. If there is evidence of collusion, the learner offering the assistance will also get a zero mark and Saturday detention.</p>
<ul style="list-style-type: none"> A learner found in possession of unauthorized material e.g. crib notes during an assessment task. A learner in possession of and using a cell phone or electronic device during an assessment task. A learner caught copying or obtaining help from a fellow learner. 	<p>Zero mark for the assessment task and Saturday detention. If there is evidence of collusion, the learner offering the assistance will also get a zero mark and Saturday detention.</p>
<ul style="list-style-type: none"> An examination/test script removed from the examination room and submitted at a later stage. 	<p>The assessment will be marked, but the learner could get a zero mark and Saturday detention if he is found guilty of cheating.</p>
<ul style="list-style-type: none"> A learner who stole a test/examination paper or any other formal assessment task. A learner who distributed a stolen test/examination paper or any other formal assessment task 	<p>This is regarded as a criminal case and should be referred to the South African Police Service. The guilty learner must receive a zero mark for the assessment task and a Saturday detention.</p>
<ul style="list-style-type: none"> Late arrival for the assessment task /examination. 	<p>The learner must be allowed to write the assessment task, but may not be given additional time unless there is a valid reason for lateness</p>

12.2 Procedure to be followed when an irregularity is suspected

When an irregularity is observed or strongly suspected, the following procedure must be followed:

- Confiscate the incriminating material
- Confiscate the answer book/s answer sheets of the boy
- Write on the outside cover of the confiscated answer book/s or the first page of answer sheets: “Irregularity – confiscated at(time)” and sign
- Give the candidate a new answer book/ answer sheets and write on the outside cover of the new answer book/s or the first page of answer sheets: “New answer script given at(time)” and sign
- Inform the boy that he may continue writing from where he left off and that he need not start over
- Inform the boy that he will not get any additional time to compensate for the time lost in processing the irregularity
- Inform the boy to report to the office of the Academic Head immediately after leaving the exam venue
- The invigilator who processed the irregularity must also report to the office of the Academic Head at the end of the day

12.3 Types of irregularities - Teachers

Irregularities involving teachers, subject heads or other assessment officials during internal assessment/examinations may occur during the following stages at the school:

- The compilation of the mark for internal assessment.
- The monitoring or moderation of the mark achieved in an internal assessment.
- The capturing and processing of assessment data.
- Investigations in respect of suspected internal assessment irregularities.

Irregularities involving teachers, subject heads and officials may include the following.

- Refuses to set and or moderate (when required) assessment tasks
- In setting of assessments, which includes tests and examinations, uses questions **AS IS** from any past papers, whether these are NSC past papers, papers that have been set by other examination boards, or past papers from other schools.
- Fails to mark assessments completed by learners
- Fails to hand back marked assessment to learners
- Gives learners marks that are made up and not the marks the learners actually achieved
- Wilfully and intentionally, and without a valid reason, fails to satisfy the requirements or excludes one or more assessment task(s) from the compilation of the final assessment marks.
- Reduces or increases the marks of learners without the approval of the principal.
- The teacher wilfully provides assistance to a learner thereby giving that learner an unfair advantage over other learners.
- The teacher collaborates with a learner to present work (as a whole or in part) that is not his or her own work.
- In the case where the teacher is the subject head, does not moderate 10% of learner evidence according to the process set out in the Academic Policy

Please Note: If a teacher, subject head or other assessment official is involved in an irregularity, the matter will be handed over to the WCED.

13. ADMINISTRATION OF TEST AND EXAMINATIONS

Control Tests

Control tests are written in the test period from 07:40 to 08:50 on a Tuesday morning. Learners with an extra time concession will write from 07:40 to 08:50 (70 minutes) whereas standard time learners write from 07:50 to 08:50 (60 minutes). The assessment noticeboards must be consulted prior to every test for test venues.

NB: If there are not enough Tuesday morning test slots in a particular term, then we will introduce one or more special SBA test days in order to accommodate for all the tests that need to be written.

Examinations

Midyear, Trial and Final examinations are written during morning and/or afternoon sessions.

During examinations, the day structure is as follows:

Morning Examinations:

Grades 10, 11 and 12

07:55 - 08:05 Register Class

08:05 Start of Invigilation

08:20 Start Reading

08:30 Start Writing

Grades 8 and 9

07:55 - 08:05 Register Class

08:05 Start of Invigilation

NB: All exams are timed to end at 11:50

Afternoon Examinations:

All Grades

13:00 Report to exam venue

13:20 Start Reading

13:30 Start writing

NB: Except on a Friday, where learners read at 14:00 and write at 14:10

14. **FEEDBACK ON LEARNER PERFORMANCE**

In addition to formal reports, teachers are encouraged to communicate regularly, where necessary, with parents via phone calls, letters or emails.

Feedback to learners on their performance in an SBA task occur as follows

- After marking an SBA task, teachers must hand the marked work back to the learners for checking
- If the task was a test or examination, learners must get an opportunity to rectify the errors made in their responses to questions

Feedback to parents on learner achievement

- Parents receive a formal report at the end of every term
- At the end of term 1, Grade Heads will contact parents of struggling or “at risk” learners to discuss intervention strategies
- Two types of reports will be published on the parent portal for ALL grades at the end of term 2. A Marks’ report and a Comments’ Report
- Parent-teacher meetings for all grades take place at the start of term 3
- Grade 12s will get a Marks’ report and a Comments’ report at the end of term 3
- The end-of-year report for grades 8 to 11 may have, where applicable, a comment made by the grade head or the headmaster

15. **RATING CODES FOR RECORDING AND REPORTING IN GRADES 8 – 12**

RATING CODE	ACHIEVEMENT DESCRIPTION	PERCENTAGE
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

16. **TEACHER FILES**

All teachers are expected to keep a file or any other suitable storage system (Ushare) containing evidence of teaching and assessment.

The teacher file should, at least, contain the following information:

- Annual teaching plan
- Annual assessment plan
- All SBA tasks and marking guidelines

17. **SUBJECT FILES**

- Subject Heads must ensure that evidence of all activities appear in the subject folder on Ushare (Ushare → Academics → Subjects)
- The sub-folders required for every subject are:
 - (i) **Subject Minutes** – minutes of subject meetings as per meeting cycle
 - (ii) **Subject improvement plans** - set at the start of each year. Monitored throughout the year and reported on at end of year.
 - (iii) **Lesson programme** – work schedule per grade completed per term/year
 - (iv) **Annual Assessment Plans**
 - (v) **Subject Policy** - reviewed annually
 - (vi) **CAPS Documents** - Curriculum Policy (CAPS) and ATPs
 - (vii) **DBE Policies** – any subject specific DBE policies/documents
 - (viii) **Moderation** – Moderation reports showing evidence of moderation of assessments and learner evidence
 - (ix) **Classroom Visits** – Evidence of class visits twice a year

18. **SUBJECT CHANGES**

- Learners in Grades 10 and 11 who are struggling in certain subjects are allowed to change subjects.
- Certain subject changes are recommended by the school based on academic performance.
- If a Learner consistently does not meet the minimum requirements in a subject like Mathematics or Physical Science, he will be compelled to change to a subject better suited to his ability.
- Learners, or the parents or guardians of the learner who changes a subject by his own choice in Grades 10, 11 or 12 and who encounters learning difficulties due to the subject change cannot hold the school, the school district or the WCED responsible for the changing of a subject.

18.1 **Due dates for subject changes**

Grade 10

A learner may change a maximum of TWO subjects in Grade 10. The closing date for subject change requests from parents is **30 June (this date may vary from year to year)**.

Grade 11

A learner may change a maximum of TWO subjects in Grade 11. The closing date for subject change requests from parents is **31 March (this date may vary from year to year)**.

In exceptional cases, a learner may change ONE additional subject in Grade 11 after his Grade 11 end-of-year results have been released. This subject change must be done by the **last official school day for learners** of the Grade 11 year.

Grade 12

No subject changes are allowed in Grade 12

18.2 Administration of subject changes for grade 10-11

- Early identification of learners in Grade 10 and 11 for subject changes is very important. Subject teachers must identify such learners and inform the subject head and parents in writing that a subject change may be in the best interest of the learner
- After a learner agrees to change subjects, the academic head, parents and subject teacher and applicable subject heads must complete and sign the subject change form
- This subject change must be captured on Cemis and a copy of the documents must be kept for scrutiny.
- A subject change for Grade 10 and 11 will be approved by the ACADEMIC HEAD.
- The District and Head Office officials will monitor these request for subject changes.

18.3 SBA requirements after a subject change

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

- He or she has complied with all the School-Based Assessment requirements of the subject he or she has changed for the period before the change was effected; and
- He or she complies with all the remaining School-Based Assessment requirements of the new subject from the date the change was effected. The learner may catch up the missed assessments in the new subject

19. LEARNER INFORMATION AND THE NSC EXAMINATION

As per instruction from the Department of Basic Education (DBE), Grades 10 to 12 learner information must be recorded on the National Examination System.

The **identity number** of a learner is a **compulsory field** as the National Examination System rejects learners without identity numbers. Learners without identity numbers will not receive a National Senior Certificate. Thus, it is recommended that all learners apply for their identity documents/cards in Grade 10 already.

Current Grade 11 learners who do not have an identity document/card yet, must apply for their South African identity document from their local office of the Department of Home Affairs before the end of their Grade 11 year, to ensure that they have an ID number for inclusion on their examination registration form.

Candidates writing the NSC examination at the end of their grade 12 year, must be able to produce proof of identity when writing. The following documents are accepted as valid proof of identity:

- South African Identity document/card
- Valid passport (South African or Foreign)
- Valid driver's licence

20. PROMOTION MEETINGS AND WCED VERIFICATION AND VALIDATION

- Promotion meetings take place after the Final examination of the year
- Final Mark schedules for grades 8-11, produced by Mrs Charnley according to CEMIS mark sheets from the Department, are discussed at internal promotions meetings
- Teachers may recommend subject changes at the final promotions meetings
- After internal promotions meetings, Grade Heads will attend the final verification and validation meetings with the Circuit Manager