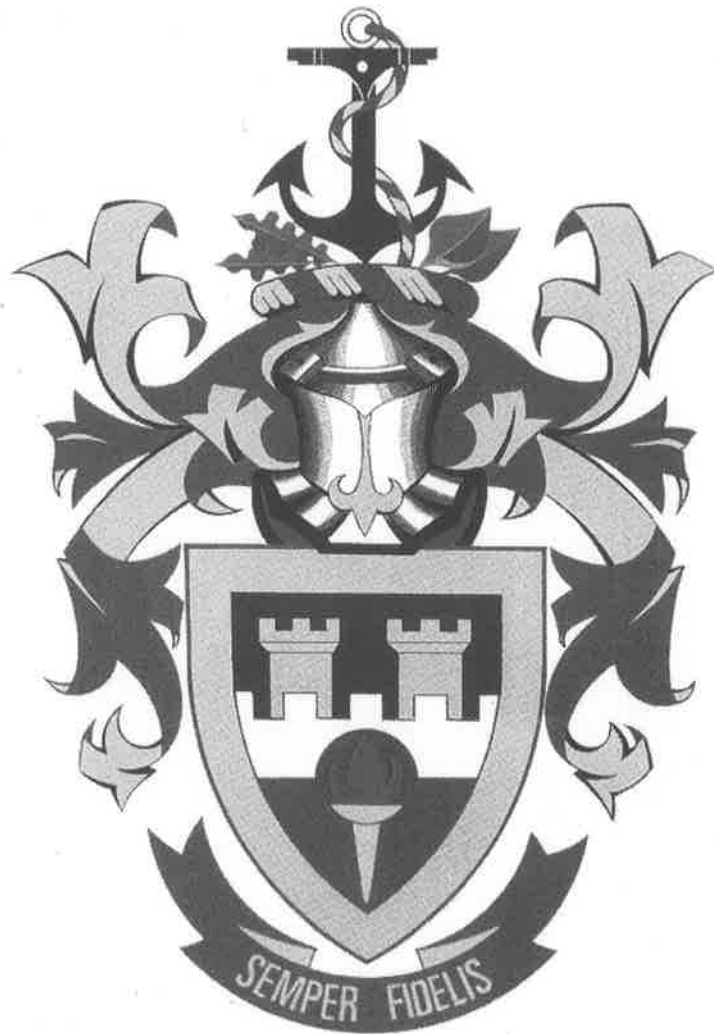


STIRLING HIGH SCHOOL



ACADEMIC POLICY DOCUMENT

CONTENTS

1. PURPOSE OF THE POLICY
2. DEFINITIONS
3. ACADEMIC FOCUS AT STIRLING
4. SUBJECTS OFFERED AT STIRLING (GET PHASE)
5. SUBJECT CHOICE COMBINATIONS (FET PHASE)
6. SUBJECT RESTRICTIONS
7. PROMOTION REQUIREMENTS
8. TYPES OF PASSES IN FET PHASE
9. LEARNER PLACEMENT IN SUBJECT CLASSES
10. SETTING OF ASSESSMENT TASKS
11. MODERATION OF ASSESSMENT TASKS
12. MODERATION OF LEARNERS' ASSESSMENTS
13. TEACHER FILES
14. FEEDBACK ON LEARNER PERFORMANCE
15. ACADEMIC AWARDS
16. SUBJECT CHANGES
17. ASSESSMENT IRREGULARITIES

1. PURPOSE OF THE POLICY

The purpose of this policy is to provide guidance to the management and implementation of all academic-related matters.

2. DEFINITIONS

GET	General Education and Training (Grades 7, 8 and 9)
FET	Further Education and Training (Grade 10, 11 and 12)
NSC	National Senior Certificate
CAPS	Curriculum Assessment Policy Statements
SBA	School-based assessments
Adjustments and Condonation	Means the relaxation of promotion requirements under the guidance of Assessment Instructions from the Department – only applicable to Grade 8 and 9 learners
Assessment	Any tasks that assesses the learner's progress and achievement in developing knowledge, skills and attitudes. Examples of assessments are informal and formal assessments. Formal assessments are tests, exams, orals, practical tasks, listening comprehensions.
Moderation	Moderation of assessment tasks: To ensure that the assessments are fair, valid and reliable. Moderation of learner's work: To ensure that the marking was done according to the marking guideline.

3. ACADEMIC FOCUS AT STIRLING

Academics is the main task at hand and all learners are encouraged to give of their best in all aspects of academics. The focus is on learners achieving a matric certificate that is of quality and allow learners to explore any tertiary education (academic or trade) that they wish to pursue.

4. SUBJECTS OFFERED AT STIRLING (GET PHASE)

All Grade 8 and 9 learners will do the following subjects:

- English Home Language
- Mathematics
- Life Orientation
- Natural Sciences (Life Sciences and Physical Sciences)
- Social Sciences (History and Geography)
- Economic Management Sciences (EMS and Accounting)
- Technology
- Digital Technology

Grade 8 and 9 learners must choose ONE of the following options:

- First Additional Language: Afrikaans OR isiXhosa
- Creative Arts: Drama OR Music OR Art OR Drama and Music OR Drama and Art OR Music and Art

5. SUBJECT CHOICE COMBINATIONS (FET CLASSES)

All Grade 10, 11 and 12 learners will do English Home Language and Life Orientation.

Learners must choose ONE of the following:

- Afrikaans OR isiXhosa
- Mathematics OR Mathematical Literacy

Learners whose Mathematics result was condoned in Grade 9, are advised to choose Mathematical Literacy for the FET Phase.

The three choice subjects have been grouped into three different combinations. Learners are required to select ONE subject per combination.

Combination 1:

- Physical Sciences
- Computer Applications Technology
- History
- Business Studies
- Consumer Studies

Combination 2:

- Life Sciences
- Visual Arts
- Information Technology
- History
- Dramatic Arts
- Economics

Combination 3:

- Accounting
- Music
- Life Sciences
- Engineering Graphics and Design
- Business Studies
- Geography

Learners are allowed to offer an extra subject considering the additional work load and demands. Doing an additional subject is demanding and should only be considered if a learner is academically capable of the demands. Time spent on the subject will occur after

school hours and communication between learner and teacher is vital. The learner will need to be able to manage their time effectively to ensure all SBA tasks are completed.

6. SUBJECT RESTRICTIONS

According to the *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12 of 12 September 2011*, learners must offer Mathematics if they have chosen Physical Sciences as one of their choice subjects.

Subjects like Computer Applications Technology, Information Technology, Consumer Studies and Engineering Graphics and Design must comply with the specific restrictions as specified in Section 2 and 3 of the respective CAPS documents.

7. PROMOTION REQUIREMENTS

Grades 8 and 9

SUBJECT	MINIMUM REQUIREMENT	LEVEL
English Home Language	50%	4
First Additional Language	40%	3
Mathematics	40%	3
Remaining subjects	40% in 3 of the 6 subjects	3 x 3
	30% in 2 of the 6 subjects	2 x 2
	May have less than 30% in one of the subjects	1

*Digital Technology is excluded from Promotion Requirement, but included in calculating the learner's average.

At the end of the academic year, mark adjustments and condonations will be applied according to the departmental instructions.

Grades 10, 11 and 12

In order to be promoted to the next grade, the learner must comply with the following:

- All SBA (School Based Assessments) must be complete.
- Pass English Home Language with at least 40%
- Pass TWO subjects at 40%
- Pass THREE other subjects at 30%

Take note: if a learner achieves below 30% in two subjects, the learner will not be promoted to the next grade. No condonation is allowed in Grade 10 and 11.

8. TYPES OF PASSES IN FET PHASE (Grade 10 – 12)

To gain admission to a DEGREE course (Bachelor's Pass), a learner has to:

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

To gain admission to a CERTIFICATE course, 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

Promotion requirements must be met, as set out in *Promotion Requirements* of this document.

9. 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.
- **Specialised Teaching:** In streamed classes, teachers may have the opportunity to specialise 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.

There are timetable constraints which change from one year to the next and could result in class changes or a different teacher.

For example,

- Subject numbers have either increased or decreased, so more teachers are added for that grade or reduced.
- A teacher who has just qualified or with limited experience, will not be teaching a Grade 12 class for the first year. That class will have to be re-allocated or distributed depending on the staffing situation at that time.

10. SETTING OF ASSESSMENT TASKS

- The subject department (teachers that teach that particular subject in a phase) must decide what work must be covered for the assessment and make sure that all teachers and learners know the scope.
- Subject Heads decide what papers will be written, length for each assessment and who will set the task (examiner).
- The examiner of the assessment will take full responsibility for the assessment task they have been assigned.
- The question paper must be set in accordance to cognitive levels specified in the subject's CAPS document.
- Examiners may not use questions from past papers as is. This could constitute a serious irregularity. Questions from past papers could be re-worked. Note, however, that simply changing question numbers, names, etc. is not acceptable.
- Exam papers must be typed.

11. MODERATION OF ASSESSMENT TASKS

- Once the test/examination has been set, ALL teachers teaching that subject and grade must moderate the question paper.
- A marking guideline should be included with the question paper.
- The marking guideline must indicate how marks are allocated.
- During the moderation process, please check the following:
 - 1) The complete title of the subject must be written out e.g. Mathematics instead of Maths
 - 2) The total marks for the paper are clearly visible.
 - 3) The time allocation is on the paper.
 - 4) The numbering system is correct.
 - 5) The question paper has all the required data sheets and addendums.

- 6) The per question mark allocation is correct and adds to the correct total mark allocation.
- 7) The question paper has no unfair questions.
- 8) The question paper caters for different cognitive levels.
- If a question is changed due to the recommendations made during the moderation process, the question paper must be circulated again for final approval.
- All changes that have been requested, should be made to ensure an assessment that is of the appropriate level, error-free and fair.

12. MODERATION OF LEARNERS' ASSESSMENTS

- 10% of the learners' scripts, per subject, must be moderated by the subject department.
- No shadow marking; assessments should be remarked according to the marking guideline.
- The moderator must make sure that the marking guideline was followed consistently.
- If there are major discrepancies or concerns, the Subject Head must be informed immediately.
- Moderation of exam scripts must be moderated before it is returned to the learners.

13. TEACHER FILES

All teachers are expected to keep a file, or any other suitable storage system, containing SBA tasks, marking guidelines, marksheets, teaching and assessment plans.

14. FEEDBACK ON LEARNER PERFORMANCE

In addition to formal reports, teachers are encouraged to communicate regularly, where necessary, with parents.

Feedback to learners on their performance in an SBA task occurs 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 a learner achievement

- Parents receive a formal report at the end of every term.
- Parents will receive feedback, via e-mail, about their child's classroom behaviour and work ethic per subject in Term 1 and Term 3.
- Parent-teacher meetings for all grades take place at the start of Term 3.
- Parents may ask for a meeting at any time of the year by making an appointment with the respective subject teacher.

15.ACADEMIC AWARDS

MERIT CERTIFICATE

What is required? 80% or more in a subject in Term 2 and Term 4
When will it be awarded? At a Grade Assembly at the start of the year. It is awarded for achievements in the previous academic year.

COLOURS AWARD

What is required? Gr 8 & 9: 80% aggregate for Term 2 & Term 4
Gr 10 & 11: 70% aggregate for Term 2 & Term 4
Gr 12: 70% aggregate for Term 2 & Term 3
When will it be awarded? Gr 8 - 11 will receive their certificate at the start of Term 1 the following year. This will allow the recipient to wear an academic scroll and a colours badge (gold laurel leaves) Gr 12 will receive their certificate at the start of Term 4.

HONOURS AWARD

What is required? Gr 8 & 9: 90% aggregate for Term 2 & Term 4
Gr 10 & 11: 80% aggregate for Term 2 & Term 4
Gr 12: 80% aggregate for Term 2 & Term 3
When will it be awarded? Gr 8 - 11 will receive their certificate at the start of Term 1 the following year. This will allow the recipient to wear an academic scroll, an honours badge (white laurel leaves) and white cording. Gr 12 will receive their certificate at the start of Term 4.

HONOURS CUM LAUDE AWARD

Awarded to a Gr 11 or Gr 12 learner who attains an aggregate of at least 90% in any two examination terms.

MERIT BADGES

What is required? Must achieve an aggregate of 75% and less than 80%.
When will it be awarded? It is awarded at the start of each term at a grade assembly.

ACADEMIC BADGES

What is required? Must achieve an aggregate of at least 80%.
When will it be awarded? It is awarded at the start of each term at a grade assembly.

ACADEMIC EXCELLENCE

What is required?	Gr 8 and 9: 80% or more in 6 or more subjects (excluding Life Orientation & Digital Technology) Gr 10 - 12: 80% or more in 5 or more subjects (excluding Life Orientation)
When will it be awarded?	Start of Term 1 based on November results and Term 3 based on June results

TAKE NOTE: Marks will not be rounded up when awards are determined. Raw marks only!

16. 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 and Physical Sciences, the learner will be compelled to change to a subject better suited to his/her ability.
- If a learner wants to change Mathematics to Mathematical Literacy and Physical Sciences is one of their choice subjects, Physical Sciences will have to be changed as well. See Subject Restrictions above.

Due dates for subject changes

The dates of subject changes are given to the school by the Education District. The Grade Heads will communicate all the details to learners and parents.

Grade 10

A learner may change a maximum of TWO subjects in Grade 10.

Grade 11

A learner may change a maximum of TWO subjects in Grade 11 at the start of Grade 11.

The final chance to request a subject change is at the end of Grade 11. Only ONE subject may be changed.

17. ASSESSMENT IRREGULARITIES

An irregularity is considered any of the following:

- Assisting another pupil
- Communication between learners
- In possession of a phone/smart watch (even if it is not used)
- Papers, textbooks, notes or any item that even if it is unrelated to the specific exam

Should there be an irregularity,

- The learner will receive zero for that particular assessment
- The learner will receive 9 demerits (3 hours of detention)
- Parents will be notified.

The following paragraph must be included in the termly assessment timetable letter to explain the school's policy and consequences should there be an irregularity:

Regrettably, we have found in the past that there are isolated cases of pupils involving themselves in assessment irregularities, assisting another pupil or other forms of dishonesty. Pupils must ensure that they do not compromise their position in any way as far as honesty is concerned (including the use of a cell phone). As such, items like textbooks, notes, cell phones, or any other item that could be used to give examination assistance, must be stored away from the desk or table where the pupil is writing the examination. I wish to state quite clearly that the policy of this school is that, should a pupil be found to be dishonest in an assessment or in breach of the above rules, that pupil will receive a mark of zero for the paper concerned as well as 9 demerits.

This policy was adopted by the Stirling High Governing Body at a meeting held on 14th May 2024.

Chairperson: Mr A. Wiseman

Signature: 

Principal: Mr D. Prior

Signature: 

Head of Academics: Mrs M. Reed

Signature: 