

Grade 8 Parents' Meeting 22 February 2025 Johannesburg Central District



GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER



GDE VISION AND MISSION

VISION

Every learner feels valued and inspired in our innovative education system

MISSION

We are committed to provide functional and modern schools that enable quality teaching and learning that protect and promote the right of every learner quality, equitable and relevant education

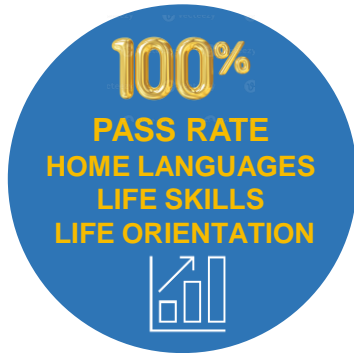


- “WHAT YOU DO HAS FAR GREATER IMPACT THAN WHAT YOU SAY.” –STEVEN COVEY

THOSE WHO AREN'T TRYING THEIR BEST TO PARENT AT HOME SHOULDN'T EXPECT THEIR CHILD'S **TEACHER** TO BE ABLE TO BE A *miracle worker* AT SCHOOL



#1/85/55
(GET)



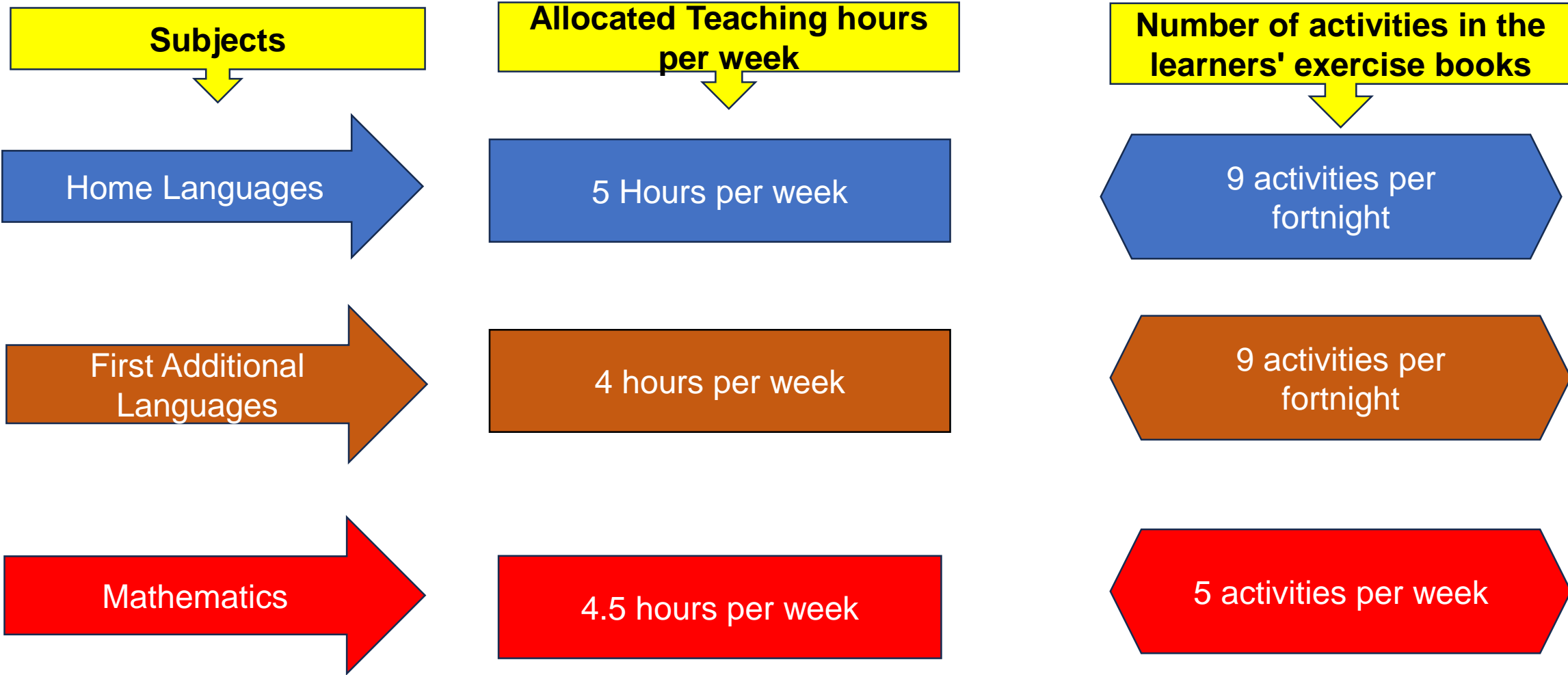
**EVERY YEAR IS THE
YEAR OF**



Performance per grade in the past 4 years

GRADE	2020	2021	2022	2023	2024
7	99%	97%	99%	98%	94%
8	86%	86%	87%	85%	89%
9	92%	87%	90%	89%	93%

Subjects Time Allocation



Subjects Time Allocation

Subjects

Allocated Teaching hours per week

Number of activities in the learners' exercise books

Natural Sciences

3 hours per week

3 activities per week

Life Orientation

2 hours per week

1 activity per week

Technology

2 hours per week

2 activities per week

Subjects Time Allocation

Subjects

Allocated Teaching hours per week

Number of activities in the learners' exercise books

Creative Arts

2 hours each subject per week

2 activities per week

Social Sciences

3 hours each subject per week

3 activities per week respectively

Economics
Management Sciences

2 hours each subject per week

2 activities per week

GEC Project

- **The General Education Certificate (GEC) has been hailed as one of the most important post democracy education qualification in South Africa.**
- **This qualification at National Qualifications Framework (NQF) Level 1, will not only reward learners after 10 (Ten) years of formal General Education Training (GET), but will ultimately also assist learners and parents in making choices to continue with schooling in the Further Education and Training (FET) sector**
- **The (GEC) is a national project that forms part of the National Assessment Framework (NAF)**

GEC Project

- **Broad goals of the GEC**
- **Recognize the holistic skill-set for learners over schooling in GET.**
- **Set appropriate curriculum standards to be achieved at the end of Grade 9.**
- **Enable learners to access further education streams linked to the 3-stream model.**
- **Integrate and facilitate the assessment of 21st-century skills (critical thinking; creative thinking; collaboration; and communication).**
- **To award learners a report card/certificate that reflects the skills, talents, and competencies that will be inclusive to all learners and assist them transition from school to work or further education.**

GEC Project

- **General Education Certificate (GEC) was first piloted in 2021**
- **GEC is a qualification that will improve career pathing, employability and reduce dropout rates of the youth.**
- **GEC assessment model has been designed to have three (3) integrated components:**
 - 1. School Based Assessment;**
 - 2. Standardized Curriculum Tests and**
 - 3. Inclination (talents) Assessment.**



List of schools in GEC Pilot

BHUKULANI SECONDARY SCHOOL	REUTLWILE JUNIOR SECONDARY SCHOOL
TLHATLOGANG JUNIOR SECONDARY SCHOOL	THOMAS MOFOLO SECONDARY SCHOOL
KWADEDANGENDLALE SECONDARY SCHOOL	NALEDI SECONDARY SCHOOL
MISSOURILAN SECONDARY SCHOOL	MOLETSANE SECONDARY SCHOOL
WILLOW CRESCENT SECONDARY SCHOOL	LENASIA SECONDARY SCHOOL
ST MATTHEWS PRIVATE SECONDARY SCHOOL (KLIPTOWN)	FOREST HIGH SCHOOL
LANCEA VALE SECONDARY SCHOOL	NIRVANA SECONDARY SCHOOL
SILVER OAKS SECONDARY SCHOOL	PROTEA GLEN SECONDARY SCHOOL No1



List of schools in GEC Pilot

HOËRSKOOL DIE FAKKEL	SEKANO NTOANE SECONDARY SCHOOL
TRINITY SECONDARY SCHOOL	MAPETLA HIGH SCHOOL
HOËRSKOOL PRESIDENT	JABELANI TECHNICAL HIGH SCHOOL
PROTEA SECONDARY SCHOOL NO.2	KENILWORTH SECONDARY
BASA PROTEA GLEN COMBINED SCHOOL	RANDEORSKOOL
AURORA GIRLS HIGH SCHOOL	MOHATO PRIMARY SCHOOL
VUWANI SECONDARY SCHOOL	PHIRI PRIMARY SCHOOL
LETARE SECONDARY SCHOOL	WINNIE MADIKIZELA MANDELA TRAINING CENTRE



List of schools in GEC Pilot

FUTURASKOOL	WHITE CITY SKILLS SCHOOL
PACE SECONDARY SCHOOL (COMMERCIAL AND ENTREPRENEURSHIP)	
DON MATTERRA	
BARAGWANATH HOSPITAL SCHOOL	
PHILIP KUSHLICK	
ADELAIDE TAMBO SCHOOL	
FUNDA UJABULE SCHOOL INSTITUTE FOR CHILDHOOD EDUCATION	
CURTIS NKONDO SCHOOL OF SPECIALISATION (MULTI-DISCIPLINARY)	



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TECHNOLOGY



Breakdown of Programme of Assessment

GRADE	TERM 1		TERM 2	TERM 3		TERM 4
	PAT 1		TEST	PAT 2		TEST
8 & 9	Investigate	15	40	Investigate	15	40
	Design	20		Design	20	
	Make	35		Make	35	
TOTAL		70	40		70	40
SBA %		20%	20%		20%	
Term Total		100	100		100	
SBA Weighting	60%					40%

TECHNOLOGY EXPECTATIONS

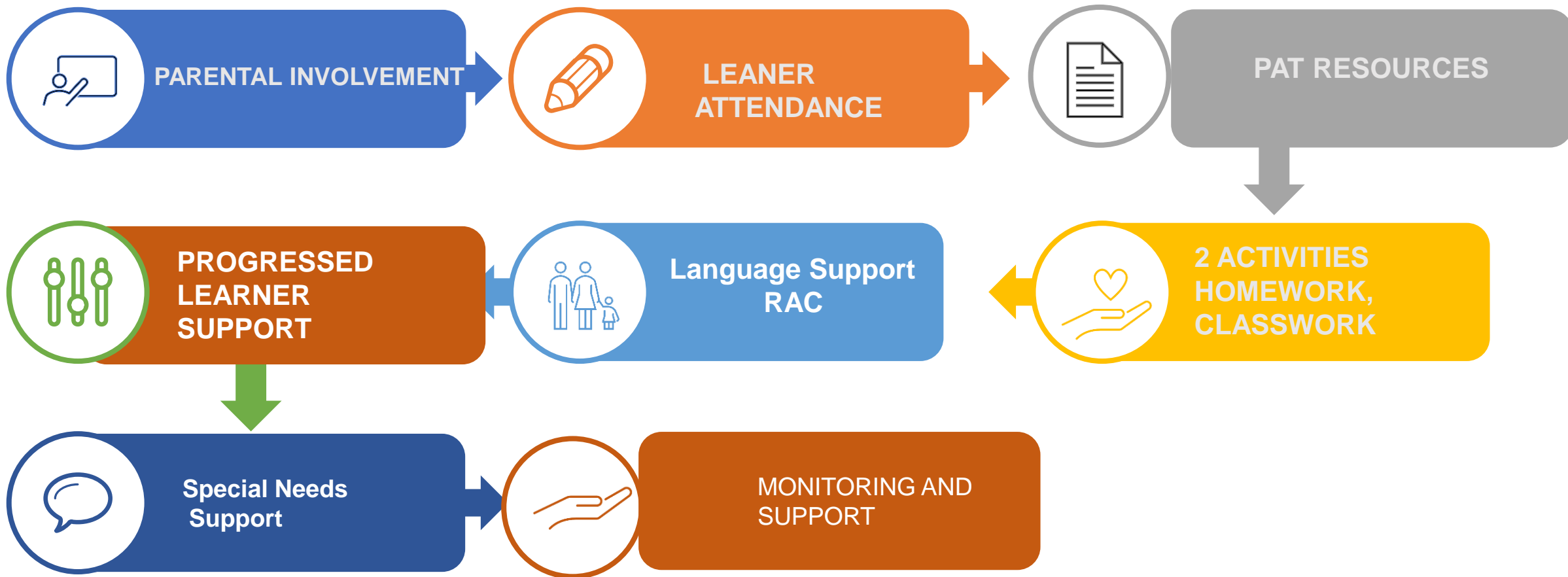
PARENTS NEED TO CHECK THEIR KIDS' BOOKS ON A REGULAR BASIS

CONSULT WITH THE SCHOOL WHERE THERE IS AN AREA OF CONCERN

PARENTS SHOULD BE PROVIDED WITH THE ASSESSMENT PLAN, WHICH NEEDS TO BE MEDIATED TO THEM. THIS WILL ASSIST THEM IN SUPPORTING THEIR LEARNERS WITH FORMAL TASKS



TECHNOLOGY EXPECTATIONS FROM PARENTS





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Social Sciences

GEOGRAPHY

Geography is the study of the human and physical environment. Geography is an integrated discipline that examines both physical and human processes over space and time. Geography helps us to understand our complex world. It offers us a bridge between the human and physical sciences.

SKILLS

- Describe information about the environment
- Understand the interaction between society and the natural environment
- Use geographical knowledge/information to solve problems
- Care for the environment and the well-being of all who live on it
- Interpret and analyse sources, maps, atlases, photographs, graphs, data and diagrams

HISTORY

The study of History enables people to understand and evaluate how past human action has an impact on the present and how it influences the future.

Skills

- Finding a variety of kinds of information about the past
- Explaining why events in the past are often interpreted differently
- Debating about what happened in the past on the basis of the available evidence
- Writing history in an organised way, with a logical line of argument- (Essay writing)
- Interpret and analyse cartoons, images and historical events
- Deciding about whether information can be trusted about the past.

	GEOGRAPHY ASSESSMENT	HISTORY ASSESSMENT
TERM 1	Control Test - 50 marks Map work	Control Test = 50 Marks Term 1 content
TERM 2	Control Test- 75 marks Term 1 + Term 2 content	Control Test- 75 marks Term 1 + Term 2 content
TERM 3	Assignment – = 50 marks Local Settlement	Control Test = 50 marks Term 3 content
TERM 4	Examination = 75 marks Term 3+ Term 4 content	Examination = 75 marks Term 3+ term 4 content



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Mathematics




How parents can help children in Maths

- Maths at grade 8 is performing at 50%
- Cognitive level 1 & 2 questions makes up 70% of all question papers
- Learners should write an activity in every maths lesson they attend
- Learners must practice mathematics everyday including Saturday and Sunday
- Children must write all activities from DBE workbook. Use pencil at home.
-

DBE workbook

DBE workbook

MATHEMATICS IN ENGLISH – Grade 8 Book 1



Grade 8

MATHEMATICS IN ENGLISH

Speak Out

Report Sexual Abuse

You are being sexually harassed if someone:

Sends you sexual notes, SMSs or pictures.

Demands sex in return for higher marks, cash, cell phones or any bribes.

Talks to you about sex when you don't want them to.

You are being sexually violated if someone:

Writes graffiti and spreads rumours about you.

Makes sexual jokes or comments that make you uncomfortable.

Touches, pinches or grabs parts of your body you don't want touched.

IF YOU NEED HELP CONTACT:

Childline: 0800 055555 Lifeline: 0861 322 322 Emergencies: 10111

Department of Basic Education call centre: 0800 20 29 33 info@dbe.gov.za

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

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MATHEMATICS IN ENGLISH
GRADE 8 – BOOK 1 • TERMS 1 & 2
ISBN 978-1-4315-0222-6
THIS BOOK MAY NOT BE SOLD.
14th Edition

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Name: _____

Class: _____

Book 1
Terms 1 & 2



PROGRAMME OF ASSESSMENT

Term	Item	Assessment Activity Outline	Assessment Form	Possible Mark	Weights	Date Planned	Date Completed
1	1	Whole numbers Integers	Assignment	50	SBA	17/02/24	
	2	All term 1 topics	Test	50		17-20/03/25	
2	3	Any one of term 2 topics	Investigation	40		Must be before teaching the topic chosen in term 2	
	4	All term 1 and 2 topics	Test	60		As per June time table	
3	5	Must cover a combination of topics from term 1 to term 3	Project	50		Must be completed by end of term 3	
	6	All term 3 topics	Test	50		16/09/24	
4	7	All term 1 to 4 topics based on NOR and PFA content areas	Nov Exam Paper 1	60	Examination	As per final exam time table	
		All term 1 to 4 topics based on SS and M content areas	Nov Exam Paper 2	60		As per final exam time table	

SBA TASKS

- SBA weighting is 60%
- Schools should give learners task timetable (PoA)
- Learners must prepare for SBA Tasks
- Make sure they are at school the day of writing
- If they were absent when a task was written, parent should write to the school and ask for another opportunity.
- SBA should be aligned to class works and home works, therefore it is important to put more effort in those before writing the SBA.

www.education.gov.za
www.edwardsmaths.com
www.nect.org.za/materials
www.gdecontent.co.za
www.mathsjcd14.co.za
www.learn.olico.org
www.siyavula.com
www.mathsatsharp.co.za
www.pocketschool.co.za



Home & First Additional Languages



AFRICAN LANGUAGES TIME PER SKILLS (HL)

GRADE 7	GRADE 8	GRADE 9
1 LISTENG & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE	1 LISTENG & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE	1 LISTENG & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE
2 READING & VIEWING 3: 30 HRS /3 AND HALF PER WEEK CYCLE	2 READING & VIEWING 3: 30 HRS /3 AND HALF PER WEEK CYCLE	2 READING & VIEWING 3: 30 HRS /3 AND HALF PER WEEK CYCLE
3. WRITING AND PRESENTING 3: 30 HRS /3 AND HALF PER WEEK CYCLE	WRITING AND PRESENTING 3: 30 HRS /3 AND HALF PER WEEK CYCLE	WRITING AND PRESENTING 3: 30 HRS /3 AND HALF PER WEEK CYCLE
4. LANGUAGE STRUCTURES AND CONVENTIONS .	4. LANGUAGE STRUCTURES AND CONVENTIONS .	4. LANGUAGE STRUCTURES AND CONVENTIONS .

AFRICAN LANGUAGES TIME PER SKILLS (FAL)

GRADE 7	GRADE 8	GRADE 9
1 LISTENING & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE	1 LISTENING & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE	1 LISTENING & SPEAKING: 2 HRS / 2 DAYS PER 2 WEEK CYCLE
2 READING & VIEWING 3: HRS /3 AND HALF PER WEEK CYCLE	2 READING & VIEWING 3: HRS /3 AND HALF PER WEEK CYCLE	2 READING & VIEWING 3: HRS /3 AND HALF PER WEEK CYCLE
3. WRITING AND PRESENTING 2 HRS /3 AND HALF PER WEEK CYCLE	WRITING AND PRESENTING 2 HRS /3 AND HALF PER WEEK CYCLE	WRITING AND PRESENTING 2 HRS /3 AND HALF PER WEEK CYCLE
4. LANGUAGE STRUCTURES AND CONVENTIONS . 1 HOUR /1 DAY PER WEEK CYCLE	4. LANGUAGE STRUCTURES AND CONVENTIONS . 1 HOUR /1 DAY PER WEEK CYCLE	4. LANGUAGE STRUCTURES AND CONVENTIONS . 1 HOUR /1 DAY PER WEEK CYCLE

RESOURCES

	GRADE 7	GRADE 8	GRADE 9
POEMS	10 POEMS	15 POEMS	15 POEMS
SHORT STORY	4-5 SHORT STORIES 3-5 PAGES	5-7 SHORT STORIES 3-5 PAGES	7-10 SHORT STORIES 3-5 PAGES
NOVEL	30 -40 PAGES	40-50 PAGES	50-60 PAGES
DRAMA	1-2 SCENCES 10-20 PAGES	2-3 SCENCES 20-30 PAGES	3-5 SCENCES 40-50 PAGES
FORKLORE	4-5 FOLKTAILS 3-5 PAGES	5-7 FOLKTAILS 3-5 PAGES	7-10 FOLKTAILS 3-5 PAGES



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Economics Management & Sciences

CAPS AMENDMENT DOCUMENT PAGE 4

- **2.3 TIME ALLOCATION OF ECONOMIC AND MANAGEMENT SCIENCES IN THE CURRICULUM**
- The teaching time for Economic and Management Sciences is two hours per week. As this subject involves the development of accounting skills of learners in Grades 7, 8 and 9, one hour per week must be used for financial literacy in terms of the Annual Teaching Plan. Minimum of 2 activities per week.
- **2.4 TEACHING AND LEARNING MATERIALS REQUIRED FOR ECONOMIC AND MANAGEMENT SCIENCES**
- 1. Each learner should have
 - a. a textbook; and
 - b. a calculator.
- **2. Learners in Grades 8 and 9 should each have one Eight Column Creditors Journal, one General Ledger and one Three column Journal.**
- 3. Grade 7 learners should have a normal 72 pages exercise book or 1Quire Notebook
- **4. Teachers should have a textbook with a teacher guide.**



PROGRAMME OF ASSESSMENT GRADE 8

	TERM 1		TERM 2	TERM 3	TERM 4
FORM OF ASSESSMENT	DATA RESPONSE	CONTROLLED TEST	MID-YEAR EXAMINATION	CASE STUDY/ PROJECT	FINAL EXAMINATION
TOOL(S) OF ASSESSMENT	MEMO/RUBRIC	MEMO	MEMO	RUBRIC	MEMO
TOTAL MARKS	50 MARKS	50 MARKS	100 MARKS	50 MARKS	100 MARKS
WEEK OF COMPLETION	WEEK 7	WEEK 10		WEEK 8 - 9	
DATE OF COMPLETION					
TIME ALLOCATION	60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes	60 minutes	P1: 60 minutes P2: 60 minutes
CONTENT FOCUS Knowledge and Skills	The Economy Government National Budget.	Financial Literacy Standard of living Accounting Concepts Source Documents.	Two Papers Paper 1: Financial Literacy 50. Paper 2: Economy 25. Entrepreneurship 25.	Entrepreneurship. Forms of ownership	Two Papers Paper 1: Financial Literacy 50. Paper 2: Economy 25. Entrepreneurship 25.
WEIGHTING % PER TERM	50%	50%	100%	100%	100%
ANNUAL REPORTING: Weighting %	10%	10%	20%	20%	40%

OVERVIEW OF TOPICS

- **THE ECONOMY**
- **FINANCIAL LITERACY**
- **ENTREPRENEURSHIP**



CHOICE OF SUBJECTS

- **EMS PREPARES THE LEARNER FOR THE FOLLOWING SUBJECTS IN THE FET PHASE:**
- **The Economy Economics**
- **Financial Literacy Accounting**
- **Entrepreneurship Business Studies**



LIFE ORIENTATION

Grade 8 Parents Meeting Johannesburg Central District

Date: 22 February 2025

Mr. P. Morar (Subject Advisor)



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GRADE 7 , 8 , 9 (SENIOR PHASE SUBJECTS)

- **Home Language**
Listening and speaking, Reading and Viewing, Writing and Presenting, Language
- **First Additional Language**
Listening and speaking, Reading and Viewing, Writing and Presenting, Language
- **Mathematics**
Algebra, Geometry, Measurement, Data
- **Natural Sciences**
Chemistry, Physics, Life Sciences
- **Social Sciences**
History and Geography
- **Economic and Management Sciences**
Entrepreneurship, financial literacy, Economy
- **Life Orientation**
Health issues, Constitutional rights, Careers, and Physical Education
- **Creative Arts**
Dance, Music, Drama, Visual Arts
- **Technology**
Structures, Processing and Mechanical

Life Orientation is a Fundamental subject that helps to develop a child holistically (healthy body and a healthy mind)

It helps learners make correct decisions.

Equips learners with important skills to cope with life issues.

Encourages critical thinking.

Helps learners to be more tolerant and participate in social cohesion.



TIME ALLOCATION

Content	Time allocated per week
Life Orientation topics per week	1 hour (Theory)
Physical Education	1 hour (Practical)

LIFE ORIENTATION TOPICS

- 1. Development of the self in society.**
- 2. Health social and environmental responsibility.**
- 3. Constitutional rights and responsibilities.**
- 4. World of Work.**
- 5. Physical Education.**

LIFE ORIENTATION RESOURCES PROVIDED TO SCHOOLS

- **Annual Teaching Plans (2025)**
- **Lesson Plans**
- **Informal Activities**
- **Formal Activities**
- **Index Pages for files**
- **Policy Documents**
- **Record Mark Sheets**
- **Worksheets (Careers and all topics)**
- **Physical Education equipment**



FORMAL ASSESSMENT IN LIFE ORIENTATION

Term	Grade 7	Grade 8	Grade 9	For recording	For reporting
1	Written Task	Written Task	Written Task	70	100
	PET	PET	PET	30	
2	Controlled test	Controlled test	Controlled test	70	100
	PET	PET	PET	30	
3	Project	Project	Project	70	100
	PET	PET	PET	30	
4	Examination	Examination	Examination	70	100
	PET	PET	PET	30	

Roles and responsibilities of Teachers

- ❖ **Planning**
 - **CAPS completion of topics**
- ❖ **Teaching (Class Teaching and Physical Education)**
- ❖ **Assessing**
- ❖ **Recording and reporting learner marks**
- ❖ **Ensuring learners have resources**
- ❖ **Identify learners with learning challenges and providing support**

Role of the Life Orientation Department Head

- **Department Head Monitors and Supports the LO Department**
- **Conduct formal/recorded minutes LO Department Meetings (Planning, Resources, Challenges)**
- **Department Head check regularly with office regarding emails from District Office**
- **Department Head liaise with District officials for support**

IMPORTANCE OF EARNING AN INCOME

Money earned can be used for the following :

- ✓ **Food**
- ✓ **Shelter (buying or renting property)**
- ✓ **Clothes**
- ✓ **Medication**
- ✓ **Transport**
- ✓ **Help support the family, communities and contribute to the upliftment of our country**

PERSONAL CAREER CHOICE

STEP 1:

- ✓ **Start by thinking the career you are passionate about.**
- ✓ **Understand your personal strengths and weaknesses.**
- ✓ **Many learners follow career paths decided upon by their family, teachers or influenced by friends (Choose your own career path but listen to wisdom)**
- ✓ **Conduct research about fields of work you interested in and if there are job opportunities for these careers**

STEP 2

- ✓ **Research on a career field you may be interested in, for example Engineering. You can choose to work outside in a field (oil production), inside an engineering plant or even an office.**
- ✓ **We have chemical engineers, mechanical engineers, civil engineers, mining engineers etc.**

STEP 3

- ✓ **Read the career and business sections of newspapers.**
- ✓ **Use the internet to access information on careers, qualification, salary paid for that particular career choice you may have chosen etc.**
- ✓ **Make contact with people in the field of work you may be interested, ask them questions and if possible join them for an actual day at their place of work.**
- ✓ **Contact Universities, FET Colleges etc**
- ✓ **Speak to your Life Orientation teacher and school**
- ✓ **When you pass Grade 8 and go to Grade 9 , subjects need to be selected for Grade 10 that you will write in your matric year.**



STEP 4

Link your career choice to your Further Education and Training (Grade 10,11,12) Subject Choice.

Four Compulsory Subjects:

- ✓ Home Language ,
- ✓ First Additional Language,
- ✓ Mathematics or Mathematic Literature,
- ✓ Life Orientation) +

3 other subjects from what is offered at your child's school. Example: Accountancy, Physical Science, Life Sciences, Computer Application Technology, Economics, Tourism, Business Studies, Dramatic Arts, Consumer Studies, Hospitality Studies, Engineering Graphics and Design, History etc.

FINANCIAL ASSISTANCE

- ✓ **Save financially when possible for your child's tertiary education.**
- ✓ **NSFAS offer financial aid to deserving learners.**
- ✓ **Non Government Organisations**
- ✓ **Bank loans**
- ✓ **Approach companies for loans/bursaries**
- ✓ **Possible free tertiary education in the future**
- ✓ **Maintain excellent results to continue to receive bursaries, scholarships etc.**

PARENT/GUARDIAN/HOME SUPPORT

- **Create a positive, supportive home environment for homework and study.**
- **Encourage healthy eating habits.**
- **Communicate with the school regularly with regard to academic performance.**
- **Encourage your child to read daily.**
- **Assist with time management.**
- **Instil positive values in your child (responsibility, care, determined to succeed).**



CONCLUSION

CountryLiving

“Your positive action
combined with
positive thinking
results in success.”

—SHIV KHERA

**SUCCESS IS NO ACCIDENT.
IT IS HARD WORK,
PERSEVERANCE, LEARNING,
STUDYING, SACRIFICE
AND MOST OF ALL, LOVE
OF WHAT YOU ARE DOING
OR LEARNING TO DO.**



SENIOR PHASE ASSESSMENT REQUIREMENTS

Grade 7, 8 & 9 Subjects

- **Home Language** (Oral, Reading, Writing, Language,)
- **First Additional Language** :(Oral, Reading, Writing, Language)
- **Mathematics** (Algebra, Geometry, Measurement, Data, Graphs)
- **Natural Sciences** (Chemistry, Physics, Life Sciences)
- **Social Sciences** (History and Geography)
- **Economic and Management Sciences** (Entrepreneurship, financial literacy, Economy)
- **Life Orientation** (Health issues, Constitutional rights, Careers, and Physical Education)
- **Creative Arts** (Dance, Music, Drama, Visual Arts)
- **Technology** (Mechanical, Design, Electronics)

Promotion Weighting– End of Year

All Subjects as per CAPS [LASTEST ASSESSMENT POLIES]

- **60% SBA [School Based Assessments]**
- **40% Examination at the end of the year**

BREAK UP OF SBA

- **TERM 1 – 20%**
- **TERM 2 – 20%**
- **TERM 3 – 20%**

TERM 4 – SBA – 60% + EXAM MARK – 40%



Levels and Percentages

- **Level 7 : Outstanding Achievement 80 – 100 %**
- **Level 6: Meritorious Achievement 70 – 79 %**
- **Level 5: Substantial Achievement 60 – 69%**
- **Level 4: Adequate Achievement 50 – 59%**
- **Level 3: Moderate Achievement 40 – 49%**
- **Level 2: Elementary Achievement 30 – 39%**
- **Level 1 Not Achieved 0 – 29%**

Promotion (Pass) Requirements for Grade 7, 8, 9 learners

- **Home Language** 50% (level 4)
 - **Mathematics** 40% (level 3)
 - **First Additional Language** 40% (level 3)
- AND**
- **3 Other Subjects:** 40% (level 3)
 - **Any 2 Subjects:** 30% (level 2)
 - **Only 1 subject:** 20% or below (level 1)

Pass/Fail Scenarios

Scenario 1: Boni Jaca (Grade 8A)

**Sesotho(HL) 70%, English(FAL) 51%, Maths 62%, Passes 3 others with over 40% for each.
(PASSED)**

Scenario 2: Naasir Davids (Grade 8A)

**Xitsonga(HL) 45 %, English (FAL) 55% Maths 40%, Passes 3 others with over 40% for each.
(FAILED)**

Pass/Fail Scenarios

Scenario 3: Patrick Ndou (Grade 8B):

Tshivenda(HL) 60%, English(FAL) 42% Maths 34%, Passes 3 others with over 40% for each. (FAILED)

Scenario 4: Enith Jansen (Grade 8C):

Isizulu(HL) 58%, English(FAL) 32% Maths 60%, Passes 3 others with over 40% for each. (FAILED)

Scenario 4: Cinty Swarts (Grade 8C):

Isizulu(HL) 58%, English(FAL) 52% Maths 60%, Pass 1 subject with over 40%, three subjects between 30% and 40% subject and two subjects between 20% and 30%. (FAILED)

-

EXPECTATIONS OF GRADE 8 LEARNERS AND PROMOTION REQUIREMENTS

- **ATTEND SCHOOL DAILY**
- **COMPLETE ALL SBA TASKS WELL**
- **STUDY HARD TO PASS**

- **MID-YEAR EXAM/TEST FORM PART OF THE SBA MARK AT THE END OF THE YEAR**

- **60% OF THE SBA MARK IS CONSIDERED FOR PROMOTION. Term 1+Term2+Term3=SBA mark**

- **40% OF THE NOVEMBER EXAMINATION/TEST PAPER IS CONSIDERED FOR PROMOTION.**

THANK YOU



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