



ASSESSMENT & EXAMINATION

Bundy Park Building, Schornville, King William's Town, Private Bag 4571, King William's Town, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za
E-mail: nomvuyo.mbeleki@edu.ecprov.gov.za

Ref. No 13/P

Tel: (043) 604 7788

Enquiries: Ms N Mbeleki

Fax: 043 604 7795/0866 035 085

ASSESSMENT INSTRUCTION 52 OF 2012

**TO: DEPUTY DIRECTOR-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF EDUCATION SPECIALISTS
SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:
GRADES 1 – 9
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 14 SEPTEMBER 2012

**GENERAL EDUCATION AND TRAINING BAND
2012 PROGRESSION/PROMOTION REQUIREMENTS: GRADES 1 TO 9**

TABLE OF CONTENTS	
TOPIC	PAGE NO
GENERAL EDUCATION AND TRAINING BAND	
INTRODUCTION	2
FOUNDATION PHASE	
RECORDING AND REPORTING GRADES 1 TO 3	2
PROMOTION REQUIREMENTS FOR GRADES 1-3	2
INTERMEDIATE PHASE	
RECORDING AND REPORTING GRADES 4 TO 6	3
SENIOR PHASE	
RECORDING AND REPORTING GRADES 7 TO 9	3
PROGRESSION IN GRADES 4 - 8	3
PROMOTION AT GRADE 9 LEVEL	4
CONDONATION AT GRADE 9 LEVEL	5
EXEMPTIONS	5
SUBMISSION OF SCHEDULES: DUE DATES	5
CONCLUSION	6

INTRODUCTION

The implementation of the Curriculum and Assessment Policy Statement (CAPS) has started in the Foundation Phase (Grade 1-3) and will be implemented incrementally for other phases. Schools with Foundation Phase learners are directed to use the provisions of the current policies:

- *National policy pertaining to the programme and promotion requirements of the national Curriculum Statement Grades R-12,*
- *National Protocol for Assessment Grades R-12*
- *Curriculum and Assessment Policy Statement (CAPS) for all approved subjects.*

Intermediate and Senior Phases are directed to use the provisions of *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*, as published in *Government Notice No. 124 in Government Gazette No. 29626* of 12 February 2007.

FOUNDATION PHASE: RECORDING AND REPORTING IN GRADES 1-3.

1. The national codes and their descriptors provided in the Table shown below should be used for recording and reporting learner performance in the Foundation Phase (Grades 1 - 3). These descriptions are intended to grade learners at the correct level. Comments should be used to qualify learner performance.

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

2. In the Foundation Phase, the recording and reporting of learner performance should be against the four subjects offered, that is, Home Language, First Additional language, mathematics and Life Skills.

PROMOTION REQUIREMENTS FOR GRADES 1-3.

3. Promotion from grade to grade through this phase within the appropriate age cohort should be the accepted norm, that is, a learner may not be retained in this phase for more than four years. If a learner displays a lack of competence to cope with the following grade's work, assessment should be done to determine the level of support needed.

4. The following are the guidelines to determine whether a learner should be permitted to progress from grade 1 to 3 in the Foundation Phase:
 - a) Adequate Achievement (Level 4) in one official language at Home level,
 - b) Moderate Achievement (Level 3) in the second required official language at First Additional language level,
 - c) Moderate Achievement (Level 3) in Mathematics.

INTERMEDIATE PHASE: RECORDING AND REPORTING IN GRADES 4 - 6

5. The national codes, together with either percentages or descriptors as provided in the Table shown below, should be used for recording and reporting learner performance in the Intermediate Phase (Grades 4-6).
6. Comments should be used to qualify learner performance.

Intermediate Phase (Grades 4-6).

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding/Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 - 69
2	Partial Achievement	35 - 49
1	Not Achieved	1 - 34

SENIOR PHASE: RECORDING AND REPORTING IN GRADES 7 - 9

7. The national codes, together with either the descriptors or the percentages provided in the Table shown below, should be used for recording and reporting learner performance in the Senior Phase (Grades 7- 9).
8. Comments should be used to qualify learner performance.

Senior Phase (Grades 7- 9).

RATING CODE	DESCRIPTION OF COMPETENCE	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

PROGRESSION IN GRADES 4- 8

9. Ideally, all learners in Grades 4 - 8 should progress with their age cohort.
10. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.

11. Where a learner needs more time to demonstrate achievement, decisions shall be made based on the advice of the relevant role-players: teachers, learners, parents and District Education Support Services (ESS).
12. No learner should stay in the same phase for longer than four years unless the provincial Head of Department has given approval based on specific circumstances and professional advice.
13. If a learner needs more time to achieve the Learning Outcomes, then that learner need not be retained in a grade for a whole year. It is important that a learner support strategy be put in place to support such learners.

PROMOTION AT GRADE 9 LEVEL

14. Promotion occurs only at Grade 9 level. A learner is promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced spread over all eight Learning Areas, and which have been assessed through a continuous assessment programme and an external summative assessment component.
15. A learner will be promoted to Grade 10 only if s/he has satisfied the following achievement requirements:
 - a) At least a "moderate achievement" or level 3 rating in one of the Official Languages offered and Mathematics;
 - b) At least an "elementary achievement" or level 2 rating in the other Official Language; and
 - c) At least a "moderate achievement" or level 3 rating in four other Learning Areas.
16. All eight Learning Areas are compulsory and the assessment of all eight is compulsory, but the promotion of the learner will be based on Languages, Mathematics and four (4) other Learning Areas.

NOTE WELL:

17. The learner will be promoted only if s/he satisfies the requirements of both the Continuous Assessment (75%) and the *External Assessment (25%) components in all the Learning Areas. (See Assessment Instructions 12 & 28 of 2010).

CONDONATION AT GRADE 9 LEVEL

18. The minimum requirements in terms of offering eight Learning Areas, a minimum of two languages, and evidence of performance in CASS and External Assessment should be met before condonation may be considered.
19. A learner's results will be condoned only once in one of the following cases:
 - a) when s/he achieves elementary achievement or level 2 in Mathematics; or
 - b) when s/he achieves elementary achievement or level 2 in Languages; or
 - c) when s/he achieves elementary achievement or level 2 in only one of the four other Learning Areas required for promotion.
20. Grade 9 signifies an access point in the education system. All accredited examining bodies for this level must meet assessment requirements in terms of the provisions of the General and Further Education and Training Quality Assurance Council (Umalusi).

EXEMPTIONS

21. An immigrant learner that has been in the country for less than three years by the beginning of the Grade 9 year will be exempted from the promotion requirement of two official languages. Such a learner still has to offer two official languages, but needs to obtain only a "moderate achievement" in one of these languages.
22. A deaf learner will be exempted from the promotion requirement of two official languages. However, this learner still needs to offer two languages (*South African Sign Language and one other official language on at least first additional level*) and is required to obtain a "moderate achievement" in only one of these languages.
23. Learners with any other special needs, including serious forms of language development delays such as dyslexia and mathematical disorders such as dyscalcula, should also be considered for exemption. (See Assessment Instruction 08 of 2012 dated 05 January 2012).

SUBMISSION OF SCHEDULES: DUE DATES

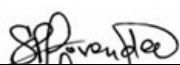
24. All progression/promotion schedules for Grades 1 to 9 must be lodged by **schools** with the Education Development Officers (EDO) by **Friday 07 December 2012.**
25. The schedules must be lodged by the **EDOs** with District Examinations by **Thursday 13 December 2012.**
26. The schedules must be lodged by **District Examinations** with the Directorate Assessment and Examinations by **Wednesday 19 December 2012.**

27. **No public school may close for 2012 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*).
28. **No independent school that is registered to offer Grades 1 to 12 under the Eastern Cape Department of Education may close for 2012 without having submitted an accurate progression/promotion schedule showing the progression/promotion of all learners in Grades 1 to 9 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*).

CONCLUSION

The quality assurance of all progression/promotion schedules has highlighted a serious problem in the application of the progression/promotion policy and the recording of data on both the schedules and the report cards. It is anticipated that all officials will apply themselves diligently to these important year-end processes. In particular, District Directors and School Principals are kindly requested to devise strategies, inclusive of establishing quality assurance teams, to ensure the accuracy of schedules and statistics before signature and submission.

The due dates given must be strictly adhered to. Failure to adhere to dates has a knock-on effect on all end-of- year processes. The co-operation of EDOs, Principals and teachers is both expected and appreciated in the best interest of all learners in the Province of the Eastern Cape.



S. P. GOVENDER
(A) DEPUTY DIRECTOR-GENERAL:TLS