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**TO: DEPUTY DIRECTORS-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**

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**GENERAL EDUCATION AND TRAINING (GET) BAND
2014 PROGRESSION/PROMOTION REQUIREMENTS: GRADES R TO 9**

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1. INTRODUCTION

The implementation of the Curriculum and Assessment Policy Statement (CAPS) is full-fledged in the Foundation Phase (Grades R - 3), Intermediate Phase (Grades 4 - 6), Senior Phase (Grades 7 – 9) and FET Phase (Grades 10 - 12) in 2014. The policy stipulated in this Assessment Instruction applies to public ordinary and special schools and those independent schools that offer the *National Curriculum Statement Grades R – 12*, which comprise:

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

National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 Government Notices No. 722 and No. 723, Government Gazette No. 34600 of 12 September 2011 and amended as:

Government Notice No. 1115 and No. 1116, Government Gazette No. 36042 of 28 December 2012.

2. FOUNDATION PHASE: GRADES R – 3

2.1 PROGRESSION REQUIREMENTS FOR GRADES 1 -3

Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work. A learner, who is not ready to perform at the next level, should be assessed to determine the level of support required.

2.1.1 The following are guidelines for determining a learner's progress in Grade R:

- (a) Adequate Achievement (Level 4) (50%-59%) in one official language at Home Language level; and
- (b) Moderate Achievement (Level 3) (40%-49%) in Mathematics

2.1.2 The following are guidelines to determine whether a learner should be permitted to progress from Grade 1 to 2 and from Grade 2 to 3 in the Foundation Phase:

- **Adequate Achievement (Level 4) – (50%-59%) in one official language at Home Language level,**
- **Moderate Achievement (Level 3) – (40%-49%) in the second required official language at First Additional Language level and**
- **Moderate Achievement (Level 3) in Mathematics (40%-49%).**

2.1.3 A learner who does not meet the requirements for promotion can be progressed to the next grade in order to prevent the learner being retained in the Foundation Phase for longer than four years, excluding Grade R.

2.1.4 A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.

2.1.5 Deaf learners, who are either in special schools in terms of *section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary

schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages. Such Deaf learners may in terms of *section 6(4)* of the *South African Schools Act, 1996* offer South African Sign Language as a language of learning and teaching in lieu of the second required official language. This will be an interim arrangement until the relevant official South African Sign Language Curriculum and Assessment Policy Statements have been completed and approved.

2.2 ASSESSMENT

- 2.2.1 Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 6*.
- 2.2.2 The School-Based Assessment mark as determined during the school year will be 100% of the total mark.

2.3 RECORDING AND REPORTING IN GRADES R - 3

- 2.3.1 Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 1 below.

2.3.2 Table 1: Scale of achievement for Grade R - 3

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

Teachers must record and report learners' performance in terms of the achievement descriptors listed in Table 1.

3. INTERMEDIATE PHASE: GRADES 4 – 6

3.1 PROGRESSION REQUIREMENTS FOR GRADES 4- 6

- 3.1.1 Progression from grade to grade through this phase within the appropriate age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following grade's work.
- 3.1.2 The following are guidelines for determining a learner's progression from Grade 4 to 6 in the Intermediate Phase:
- (a) **Adequate Achievement (Level 4) (50% - 59%) in one official language at Home Language level;**
 - (b) **Moderate Achievement (Level 3) (40%-49%) in the second required official Language at First Additional Language level;**
 - (c) **Moderate Achievement (Level 3) (40%-49%) in Mathematics, and**
 - (d) **Moderate Achievement (Level 3) (40% - 49%) in any other two (2) of the remaining approved subjects.**
 - (e) **Immigrant learners may be exempted in achieving one official language provided they obtain Moderate Achievement (Level 3) (40 – 49%) in all three (3) of the remaining subjects.**
- 3.1.3 A learner may only be retained once in the Intermediate Phase in order to prevent the learner being retained in this phase for longer than four years.
- 3.1.4 A learner who is not ready to perform at the expected level and who has been retained in the first phase for four (4) years or more and who is likely to be retained again in the second phase for four (4) years or more, should receive the necessary support in order to progress to the next grade.
- 3.1.5 Deaf learners, who are either in special schools in terms of *section 5(6) of the South African Schools Act, 1996 (Act No. 84 of 1996)*, or those Deaf learners in ordinary schools who have been assessed and verified by a registered health professional, may obtain an Elementary Achievement (Level 2) (30—39%) in one of the two required official languages.

3.2 ASSESSMENT

- 3.2.1 Learners will be assessed internally according to the requirements specified in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements of the required subjects as contemplated in *paragraph 12*.
- 3.2.2 School-Based Assessment (SBA) is a compulsory component of the promotion marks. The SBA component conducted during the year must be 75%, and the final examination component 25% of the promotion mark.

3.3 RECORDING AND REPORTING IN GRADES 4 – 6

3.3.1 Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 2 below.

3.3.2 Table: 2 Scale of achievement for Grades 4 - 6

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

3.3.3 The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

4. SENIOR PHASE: GRADES 7- 9

4.1 PROMOTION REQUIREMENTS FOR GRADES 7 -9

4.1.1 Learners in Grades 7-9 will be promoted from grade to grade if they have offered nine (9) subjects and have complied with the promotion requirements in eight (8) of the subjects provided the School-Based Assessment component of the ninth subject has been completed.

- a) Adequate Achievement (Level 4) in one language at Home Language level;
 - b) Moderate Achievement (Level 3) in the second required official language at First Additional Language level;
 - c) Moderate achievement (Level 3) in Mathematics;
 - d) Moderate achievement (Level 3) in any three (3) of the other required subjects
 - e) At least an Elementary Achievement (Level 2) in any two of the other required subjects
- a) Immigrant learners may be exempted from achieving one official language provided they obtain at least an Elementary Achievement (Level 2) in all three (3) the remaining subjects.

4.1.2 A learner may only be retained once in the Senior Phase in order to prevent the learner being retained in this phase for longer than four years.

4.1.3 A learner who is not ready to function at the expected level and who has been retained in the previous phases for four (4) years or more and who is likely to be retained again in the third phase for four (4) years or more, should receive the necessary support in order to achieve an appropriate level of competence in order to progress to the next grade.

4.2 ASSESSMENT

4.2.1 Learners will be assessed internally according to the requirements as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.

- 4.2.2 The end-of-year assessment must consist of an end-of-year examination that is internally set, marked and moderated, as specified in the policy document, *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements.
- 4.2.3 School-Based Assessment is a compulsory component of the promotion marks. The School-Based Assessment component must be 40% during the year, and the final examination component 60% of the promotion mark.

4.3 RECORDING AND REPORTING IN GRADES 7 - 9

4.3.1 Seven levels of competence have been described for subjects listed in the *National Curriculum Statement Grades R - 12*. The various achievement levels and their corresponding percentage bands are shown in Table 2 below.

4.3.2 **Table: 3 Scale of achievement for 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

- 4.3.3 These descriptions are intended to assist teachers to assess learners and grade them at the correct level.
- 4.3.4 Teachers or examiners must record learners’ results in marks and report them as percentages.
- 4.3.5 The percentage obtained will determine the rating code on the scale of achievement

5. CONCESSIONS

- 5.2. An immigrant learner must offer the two required official languages of the Intermediate Phase and of the Senior Phase and comply with the School-Based Assessment requirements of both official languages offered.
- 5.3. An immigrant learner in the Intermediate or Senior Phase must:
 - 5.3.1. Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) in that language; and an immigrant learner must comply with the Intermediate and Senior Phase promotion requirements as stated above.
- 5.4. An immigrant learner may offer his or her home language in lieu of one official language, provided that it is an officially approved nonofficial language, provided further he or she complies with the Intermediate and Senior Phase promotion requirements.
- 5.5. To be classified as an immigrant learner, such a learner must be in possession of:
 - 5.5.1. The relevant official documentation issued by the Department of Home Affairs; and
 - 5.5.2. The relevant official documentation issued by the school where the learner entered the South African school system for the first time.

5.6. Learners who experience barriers to learning

5.6.1. The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learner's learning:

5.6.1.1. A deaf learner must offer the two required official languages of the Foundation Phase, of the Intermediate Phase, and of the Senior Phase, however:

- he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language
- an Elementary Achievement (Level 2) in the second official language;
- comply with the other Foundation or Intermediate or Senior Phase promotion requirements.

5.6.2. Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in 5.6 above.

6. SUBMISSION OF SCHEDULES: DUE DATES.

6.2. All progression/promotion schedules for Grades 1 to 9 must be lodged by **schools** with the Education Development Officers (EDOs) by **Monday 08 December 2014**.

6.3. The schedules must be lodged by the **EDOs** with the District Examinations office by **Thursday 11 December 2014**.

6.4. **No public school may close for 2014 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*). Where this occurs and there is non-compliance consequence management will be applied to all relevant officials at the applicable school and within the district.

6.5. **No Independent School that is registered to offer Grades 1 to 9 under the Eastern Cape Department of Education may close for 2014 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*). Where this occurs and there is non-compliance, consequence management will be applied to all relevant officials at the applicable school and within the district.

7. CONCLUSION

The recent history of 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.



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