



ASSESSMENT AND EXAMINATIONS DIRECTORATE

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ASSESSMENT INSTRUCTION 29 OF 2010

**TO: DEPUTY DIRECTOR-GENERAL
CHIEF DIRECTORS
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: 09 MAY 2010

**GENERAL EDUCATION AND TRAINING BAND
2010 PROGRESSION/PROMOTION REQUIREMENTS: GRADES 1 TO 9**

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MANDATE

1. The Eastern Cape Department of Education did not give a timeous directive for progression and promotion in the GET Band for 2010 as this is a National competence and written official notification was awaited from the National Department of Education.
2. The contents of this Assessment Instruction has basis in Circular S1 of 2010, dated 8 April 2010, and received from the National Department of Basic Education on Friday 23 April 2010. This circular was then withdrawn and re-issued on 29 April 2010 and received in the Province on 05 May 2010.
3. Final Progression and Promotion requirements for Grades 1 – 9 are to be implemented in 2010 in accordance with Circular S1 of 2010, signed by the Director-General of Basic Education.
4. Schools are henceforth directed to use the provisions of the current policy document, *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, until a final policy decision has been taken on the implementation of the *National Curriculum and Assessment Policy Statements*.

DATE OF IMPLEMENTATION

6. This Assessment Instruction replaces all other Assessment Instructions issued on Progression and Promotion in the GET band.
7. Implementation date of the directive as per Circular S1 of 2010 is immediate.

FOUNDATION PHASE: RECORDING AND REPORTING IN GRADES 1 - 3

5. 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).
8. Comments should be used to qualify learner performance.

Foundation Phase (Grades 1 - 3)

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding/Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved

INTERMEDIATE PHASE: RECORDING AND REPORTING IN GRADES 4 - 6

9. 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).
10. 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

11. 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).
12. 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 1- 8

13. Ideally, all learners in Grades R - 8 should progress with their age cohort.
14. Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
15. 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).

16. No learner should stay in the same phase for longer than four years (or five years in the case of the Foundation Phase where Grade R is offered), unless the provincial Head of Department has given approval based on specific circumstances and professional advice.
17. 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

18. 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.
19. 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.
20. 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:

21. 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 as well as National Circular S1 of 2010).

CONDONATION AT GRADE 9 LEVEL

22. 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.
23. 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.
24. 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

25. 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.
26. 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.
27. 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 02 of 2010 dated 05 January 2010).

SUBMISSION OF SCHEDULES: DUE DATES

All progression/promotion schedules for Grades 1 to 9 must be lodged by schools with the Education Development Officers (EDO) by **Wednesday 08 December 2010.**

The schedules must be lodged by the EDOs with District Examinations by **Friday 10 December 2010.**

The schedules must be lodged by District Directors with the Directorate Assessment and Examinations by **Tuesday 14 December 2010.**

No public school may close for 2010 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*)

No independent school that is registered to offer Grades 1 to 12 under the Eastern Cape Department of Education may close for 2010 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 progression/promotion requirements outlined in this Assessment Instruction are mandatory and must be applied as stated. All office and school-based personnel, especially school Principals and EDOs, are expected to ensure compliance with National policy on progression and promotion.

MR SP GOVENDER
CHIEF DIRECTOR: CURRICULUM MANAGEMENT