



ASSESSMENT & EXAMINATIONS

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ASSESSMENT INSTRUCTION 49 OF 2011

**TO: DEPUTY DIRECTOR-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS (GET BAND)
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 09 SEPTEMBER 2011

**GENERAL EDUCATION AND TRAINING BAND
2011 PROGRESSION/PROMOTION REQUIREMENTS: GRADES 1 TO 9**

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**ASSESSMENT INSTRUCTION 38 OF 2011
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GRADE 6 COMMON TESTS**

National policy that states that “CASS in grades R – 8 will comprise 100% of the assessment programme” is affirmed. This implies that the mark from the final common assessment, to be supplied by the Province, shall be a part of the year mark of 100% and shall not be weighted in any way.

The statement made in point 10 of Assessment Instruction 38 of 2011 should read

“All Languages and Mathematics in Grade 6 will be examined externally in November 2011 and the result of these assessments shall be part of CASS of 100%”.

1. MANDATE

- 1.1 Final Progression and Promotion requirements for Grades 1 – 9 are to be implemented in 2011 in accordance with Circular S1 of 2010, signed by the Director-General of Basic Education.
- 1.2 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*.

2. DATE OF IMPLEMENTATION

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

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

- 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).
- 3.2 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

4. INTERMEDIATE PHASE: RECORDING AND REPORTING IN GRADES 4 - 6

4.1 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).

4.2 Comments should be used to qualify learner performance.

Intermediate Phase (Grades 4-6).

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

5. SENIOR PHASE: RECORDING AND REPORTING IN GRADES 7 - 9

5.1 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).

5.2 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

6. PROGRESSION IN GRADES 1- 8

- 6.1 Ideally, all learners in Grades R - 8 should progress with their age cohort.
- 6.2 Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
- 6.3 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).
- 6.4 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.
- 6.5 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.

7. PROMOTION AT GRADE 9 LEVEL

- 7.1 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.
- 7.2 A learner will be promoted to Grade 10 only if s/he has satisfied the following achievement requirements:
- 7.2.1 At least a "moderate achievement" or level 3 rating in one of the Official Languages offered and Mathematics;
- 7.2.2 At least an "elementary achievement" or level 2 rating in the other Official Language; and
- 7.2.3 At least a "moderate achievement" or level 3 rating in four other Learning Areas.



7.2.4 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:

7.3 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.

8. CONDONATION AT GRADE 9 LEVEL

8.1 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.

8.2 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.

8.3 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).

9. EXEMPTIONS

9.1 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.

9.2 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.

- 9.3 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).

10. COMPLETION OF SCHOOL REPORTS

School reports are used to report to parents on the achievements and progression/promotion to the next grade of learners. These reports must reflect the same results that are recorded on the promotion schedule signed by the Education Development Officer (EDO). No reports may be finalised BEFORE the progression/promotion schedule is approved by the EDO. Original reports to be seen by EDO when the progression/promotion schedules are signed.

11. SUBMISSION OF SCHEDULES: DUE DATES

<u>SUBMISSION BY</u>	<u>SUBMISSION TO</u>	<u>EXPECTED QUALITY ASSURANCE</u>	<u>RESPONSIBILITY</u>	<u>DUE DATE</u>
School Principals	Education Development Officer (EDO)	<p>The progression/promotion requirements have been met for all learners progressed/promoted.</p> <p>All learners are listed per GRADE in strict alphabetical order and none have been omitted.</p> <p>All required signatures have been appended.</p>	EDO District Curriculum officials	As per arrangement with the Principal but no later than Wednesday 07 December 2011

		Original school reports are presented with the progression/ promotion schedules.		
EDO	DISTRICT DCES EXAMINATIONS	<p>A progression/ promotion schedule is received for every school in the District that has Grades 1 to 9.</p> <p>That the relevant declaration has been signed by both school Principals & EDO/Curriculum official.</p> <p>That the summary form of progressions/ promotions have been completed and signed by the Principal and attached to the schedule.</p> <p>That the progression/ promotion schedules conform to the Departmental format issued for the setout of progression/</p>	DISTRICT EXAMINATION OFFICIALS	Tuesday 13 December 2011



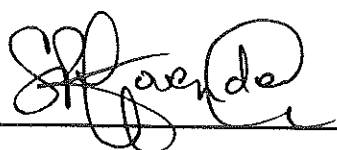
		promotion schedules.		
DISTRICT DCES EXAMINATIONS	PROVINCIAL DISTRICT CO- ORDINATION UNIT	All of the above	PROVINCIAL DISTRICT CO- ORDINATION UNIT OFFICIALS	Tuesday 20 December 2011

No public school may close for 2011 without having submitted accurate progression/promotion schedules 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 9 with the Eastern Cape Department of Education may close for 2011 without having submitted accurate progression/promotion schedules 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*)

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.



S.P. GOVENDER
CHIEF DIRECTOR CURRICULUM MANAGEMENT

