



## ASSESSMENT INSTRUCTION 25 OF 2009

**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 - 11  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**

**DATE: 06 APRIL 2009**

**2009 PROGRESSION REQUIREMENTS: GRADES 1 TO 8  
2009 PROMOTION REQUIREMENTS: GRADES 9, 10 AND 11**

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## 1. INTRODUCTION

The 2009 Progression requirements for Grades 1 to 8 and Promotion requirements for Grades 9, 10, 11 are nationally determined. These requirements were discussed during the Provincial Examinations Roadshow convened from 9 February to 3 March 2009 and attended by District and school-based officials in each of the 23 Districts. This Assessment Instruction therefore seeks to formalise the presentation on progression and promotion requirements that was made during the Roadshow. The issuing of this Provincial notice was dependent on written confirmation from the National Department of Education and this was received on 02 April 2009.

## 2. SECTION A: NATIONAL PROGRESSION & PROMOTION REQUIREMENTS IN THE GENERAL EDUCATION AND TRAINING (GET) BAND, GRADES 1 TO 9

A memorandum from the National Department of Education entitled “Progression and Promotion Requirements for Grades 1 to 9” dated 01 April 2009 and received on 02 April 2009, stipulates the following:

### 2.1 Introduction

The ***National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (Gazette 29626)*** provides the requirements for promotion in Grade 9 whereas requirements for progression for Grades 1 to 8 are not specified in the policy.

Teachers have indicated that they need clear standards or benchmarks to be set for making judgements on learner performance at the end of the year. Teachers also need some measure of comparability to ensure judgements on learner performance from school to school are fair and reliable. This document provides the requirements for progression and promotion in Grades 1 to 9.

The progression and promotion requirements aim to strengthen assessment in the GET Band and will support teachers in the classroom. These requirements ensure that clear achievable targets of competence are spelt out in the assessment of learners so that both teachers and learners aim to meet the same targets. They ensure that learner performance is standardised across the different learning contexts across all Provinces. Teachers will use these requirements to make judgements on whether learners have met the curriculum requirements at the end of the grade.

***All learners must offer all Learning Areas / Learning Programmes***

**2.2 Foundation Phase (Grades 1-3):**

*(Rating Scale: 1-4)*

At least a rating code of 3 for the Literacy (Home Language or the Language of Learning and Teaching) and at least a rating code of 3 for the Numeracy Learning Programmes.

**2.3 Intermediate Phase (Grades 4-6):**

*(Rating Scale: 1-4)*

At least a rating code of 3 for any 3 Learning Areas, one of which must be either the Home Language or the Language of Learning and Teaching, and  
At least a rating code of 2 for any 3 of the remaining Learning Areas, one of which must be Mathematics.

**2.4 Senior Phase Progression in Grade 7 & 8 and Promotion in Grade 9:**

*(Rating Scale 1-7)*

At least a rating code of 4 for any three Learning Areas, one of which must be Home Language or the Language of Learning and Teaching, and  
At least a rating code of 3 for any three of the remaining Learning Areas, one of which must be Mathematics.

**Summary of the progression and promotion requirements**

<b>Phase</b>	<b>Rating scale</b>	<b>Rating code 4</b>	<b>Rating code 3</b>	<b>Rating code 2</b>
Foundation	1 – 4	-	2	-
Intermediate	1 – 4	-	3	3
Senior	1 – 7	3	3	-

## 2.5 RATING CODES AND DESCRIPTIONS OF COMPETENCE

### Grades 1 to 3

At least a rating code of 3 for Literacy and Numeracy Learning Programmes.

Rating Code	Description of competence
4	Meritorious to outstanding achievement <i>(All aspects of all assessment standards attained)</i>
3	Adequate to substantial achievement <i>(Key aspects of all assessment standards achieved)</i>
2	Moderate to adequate achievement <i>(At least half the assessment standards achieved)</i>
1	Not achieved to elementary achievement <i>(A negligible number of assessment standards achieved)</i>

### Grades 4 – 6:

At least a rating code of 3 for any 3 Learning Areas, one of which must be Home Language or the Language of Learning & Teaching, and

At least a rating code of 2 for any 3 Learning Areas, one of which must be Mathematics.

Rating Code	Description of competence		%
4	Meritorious to outstanding achievement	<i>(All aspects of all assessment standards attained)</i>	70 - 100
3	Adequate to substantial achievement	<i>(Key aspects of all assessment standards achieved)</i>	50 - 69
2	Moderate to adequate achievement	<i>(At least half the assessment standards achieved)</i>	35 - 49
1	Not achieved to elementary achievement	<i>(A negligible number of assessment standards achieved)</i>	0 - 34

### Progression in Grades 7 & 8 and Promotion in Grade 9

At least a rating code of Level 4 for any three Learning Areas, one of which must be Home Language or the Language of Learning & Teaching , and

At least a rating code of 3 for any three of the remaining Learning Areas, one of which must be Mathematics.

### Grades 7 – 9: Generic Rating Scale

Rating	Description of Competence		%
7	Outstanding achievement	<i>All aspects of all assessment standards attained</i>	80 - 100
6	Meritorious achievement	<i>Almost all aspects of all assessment standards attained</i>	70 - 79
5	Substantial achievement	<i>Key aspects of all assessment standards achieved</i>	60 - 69
4	Adequate achievement	<i>Key aspects of most assessment standards achieved</i>	50 - 59
3	Moderate achievement	<i>At least half the assessment standards achieved</i>	40 - 49
2	Elementary achievement	<i>A negligible number of assessment standards achieved</i>	30 - 39
1	Not achieved	<i>No achievement</i>	0 - 29

### 3. SECTION B: NATIONAL PROMOTION REQUIREMENTS IN THE NATIONAL CURRICULUM STATEMENT GRADES 10 TO 11 (GENERAL)

Government Gazette No. 28951 and Government Notice 385 *South African Schools Act (84/1996): National policy regarding further education and training programmes: Approval of the amendments to the promotion requirements for the National Senior Certificate as stipulated in the policy document. The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* stipulates the requirements for the issuing of the NSC. These are also the promotion requirements for grades 10 – 11. Critical among these is that a learner must offer and complete internal and external assessment requirements in no less than seven (7) subjects.

#### 3.1 FET BAND: GRADE 10 AND GRADE 11 [NATIONAL SENIOR CERTIFICATE]

(Rating Scale 1-7)

- Schools are to use the following key on the learners' reports. The actual percentage obtained may also be shown on the reports. However, the promotion schedules must show the actual percentage obtained.

##### Codes and percentages for recording and reporting in Grade 10 and 11

RATING CODE	PERCENTAGES	DESCRIPTION OF COMPETENCE
7	80 – 100	Outstanding achievement
6	70 – 79	Meritorious achievement
5	60 – 69	Substantial achievement
4	50 – 59	Adequate achievement
3	40 – 49	Moderate Achievement
2	30 – 39	Elementary Achievement
1	1 – 29	Not Achieved

- A year mark comprising School-based Assessment (SBA) constituting 25% of the final total in each subject shall be in effect. The SBA will be calculated in accordance with the policies that apply in Grade 10 and 11 for each subject. The examination mark is therefore 75% of the final total.
- It is expected that carefully compiled records and evidence of learner performance and achievement are maintained to justify the result a learner would receive at the end of a Grade. Such records [portfolios] will be maintained for both SBA and the examination process.

- Evidence of learner performance, fully moderated, is required for any learner who achieves 1 – 29% (level rating 1) in any subject used for promotion purposes.
- Promotion is based on assessment in a minimum of seven subjects: four compulsory subjects from (Group A Subjects) and three non-compulsory subjects (Group B subjects).

<b>COMPULSORY SUBJECTS (A)</b>		<b>B.3 OTHER SUBJECTS</b>
<b>OFFICIAL LANGUAGES</b>		ACCOUNTING
1. HOME LANGUAGE AND		AGRICULTURAL MANAGEMENT PRACTICES
2. FIRST (1 <sup>ST</sup> ) ADDITIONAL LANGUAGE		AGRICULTURAL SCIENCE
<b>N.B. One must be the language of learning &amp; teaching (LOLT)</b>		AGRICULTURAL TECHNOLOGY
<b>OR</b>		BUSINESS STUDIES
1. HOME LANGUAGE AND		CIVIL TECHNOLOGY
2. SECOND HOME LANGUAGE		COMPUTER APPLICATION TECHNOLOGY
<b>N.B. One must be the language of learning &amp; teaching (LOLT)</b>		CONSUMER STUDIES
3. MATHEMATICS OR		DANCE STUDIES
MATHEMATICAL LITERACY		DESIGN
4. LIFE ORIENTATION		DRAMATIC ARTS
<b>NON COMPULSORY SUBJECTS (B)</b>		ECONOMICS
<b>B.1 OFFICIAL LANGUAGES</b>		ELECTRICAL TECHNOLOGY
SECOND ADDITIONAL LANGUAGE		ENGINEERING GRAPHICS & DESIGN
2 <sup>ND</sup> ADDITIONAL LANGUAGE		GEOGRAPHY
<b>B.2 NON-OFFICIAL LANGUAGES</b>		HISTORY
ARABIC	PORTUGUESE	HOSPITALITY STUDIES
FRENCH	SPANISH	INFORMATION TECHNOLOGY
GERMAN	TAMIL	LIFE SCIENCES
GUJARATI	TELEGU	MECHANICAL TECHNOLOGY
HEBREW	URDU	MUSIC
HINDI		PHYSICAL SCIENCE
ITALIAN		RELIGION STUDIES
LATIN		TOURISM
		VISUAL ARTS

### 3.2 PROMOTION FOR GRADES 10 AND 11

- A learner must achieve *at least* a level 3 rating code (40% - 49%) in any three subjects, one of which must be **HOME LANGUAGE**.
- A learner must achieve *at least* a level 2 rating code (30% - 39%) in any other three subjects.
- A learner may obtain a level 1 rating code (1% - 29%) in any one subject, but not Home Language. **However the submission of complete and moderated learner evidence of assessment tasks as prescribed in the Subject Guidelines for this subject is required.**

**NB: NO AGGREGATE IS CALCULATED OVERALL, OR FORMS PART OF THE PROMOTION REQUIREMENT. NOR MAY AN AGGREGATE BE SHOWN ON A REPORT CARD OR PROMOTION SCHEDULE.**

## 4. SECTION C: IMPLEMENTATION OF NATIONAL POLICY: GET & FET BANDS

### 4.1 PRINCIPLES OF PROGRESSION

#### 4.1.1 GET BAND

- There are no national progression requirements for Grade R.
- Progression requirements are based on fundamental requirements for learning, i.e. Learners from Grades 1 to 8 are meant to achieve in all Learning Outcomes and Assessment Standards in all Learning Areas/ Learning Programmes.
- The principle of progressing with one's age cohort remains a fundamental principle. Research indicates that learners rarely improve performance in a year of retention and that, as they fall behind their age cohort, so the risks of the learners leaving the education system before completing Grade 12 are greatly increased.
- The principle of ongoing progression in a learner's understanding, knowledge and skills is supported by a requirement that learners must complete all formal tasks required in respect of the Assessment policy throughout the year in order to be considered for progression.
- All learners must offer all Learning Areas/Learning Programmes.



- Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
- 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 relevant District officials.
- No learner should stay in any of the three phases in the GET Band for longer than four years unless the Provincial Head of Department has given approval based on specific circumstances and professional advice. However, a learner must meet the promotion requirements in Grade 9 for promotion to Grade 10.

#### **4.1.2 FET BAND**

- Promotion requirements for Grades 10 to 12 are the same as the requirements for the issuing of a National Senior Certificate (NSC) in Grade 12.
- Each learner must comply with the internal assessment requirements for Grades 10 and 11 as specified in the Subject Statements and the Subject Assessment Guidelines of the various subjects.
- Each learner must complete the subject requirements for Grades 10 and 11 separately and obtain the distinct outcomes and associated assessment standards of both grades.
- The promotion of any learner to the next grade is based on performance in each subject and not on the aggregate mark.
- The principle of ongoing progression in a learner's understanding, knowledge and skills is supported by a requirement that learners must complete all formal tasks required in respect of the Assessment policy throughout the year.

## **4.2 CONCESSIONS**

National policy offers a concession to immigrant learners/candidates and learners who experience barriers to learning. However, all instances of exceptions must be brought to the attention of the officials in the Directorate Assessment and Examinations and a concession application form must be submitted, with full supporting documentation as soon as the need for a concession becomes relevant.

### **4.2.1 Immigrants**

Most immigrants find difficulty in fulfilling the two official languages requirements for progression and promotion purposes. In such cases the following concessions must apply:

#### **4.2.1.1 GET**

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 an “adequate achievement” (Level 4 rating code) in one of these languages.

#### **4.2.1.2 FET**

An immigrant may offer only one official language on at least First Additional Language level and obtain a Level 2 rating Code (30% - 39%) in that language provided that another subject from Group B is offered in lieu of the one official language which is not offered.

An immigrant may offer his/her home language in lieu of an additional subject from Group B if such a language is listed on Home Language Level in the Non – Official languages listed in B2 on page 7.

#### **4.2.2 Learners who experience barriers to learning**

*White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

A deaf learner will be exempted from the promotion requirement of two official languages.

In GET such a learner still has to offer two official languages (South African Sign Language and another official language) on at least First Additional Language level and is required to obtain an “adequate achievement” in one of these languages.

In FET such a learner may offer only one official language on at least First Additional Language level providing that another subject from Group B is offered in lieu of the one official language which is not offered, and providing that such deaf candidate complies with the promotion requirements set out above.

Learners suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematics or Mathematical Literacy, provided that another subject from Group B is offered in lieu of Mathematics or Mathematical Literacy and provided that such candidate complies with the promotion requirements set out above.

#### 4.3 CONDONATIONS

**NO LEARNER IN GRADES 1 TO 11 MAY BE CONDONED FOR ANY REASON.**

#### 4.4 SUBMISSION OF SCHEDULES: DUE DATES

All progression and promotion schedules for Grades 1 to 11 must be lodged with the EDOs by **Wednesday 09 December 2009.**

The schedules must be lodged with the Office of the Chief Cluster Directors by **Friday 11 December 2009.**

The schedules must be lodged with the Directorate Assessment and Examinations by **Friday 18 December 2009.**

**No public school may close for 2009 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 1 to 11 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 2009 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 1 to 11 in terms of policy.** (Government Gazette No 29467 dated 11 December 2006 – *National Protocol for Assessment Grades R-12*)

#### 5. 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.

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**S.P.GOVENDER**  
**CHIEF DIRECTOR CURRICULUM MANAGEMENT**