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EDUCATION

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ASSESSMENT INSTRUCTION 07 OF 2014

**TO: DEPUTY DIRECTORS-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 (FET BAND)
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 20 JANUARY 2014

2014 PROMOTION REQUIREMENTS: GRADES 10 -12

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1. INTRODUCTION

The Promotion requirements for Grades R to 12 are nationally determined and clearly set out in the policy. The quality assurance processes of the 2013 Grade 11 promotion schedules reflect poor implementation of these requirements in the province. This Assessment Instruction sets out the promotion requirements for Grades 10 & 11 and these requirements are to be implemented in each quarter when reporting learner and school achievements. 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. PROGRAMME REQUIREMENTS FOR GRADES 10 – 12

- 2.1. The approved National Senior Certificate subjects listed in Annexure B, which is grouped in two main categories, namely **Groups A and B**.
- 2.2. A learner in Further Education and Training must select four subjects from **Group A** as follows:
 - 2.2.1. Two (2) official languages provided that one of the two official languages is offered on the Home Language level, and the other, on either Home or First Additional Language level, and provided further that one of the two languages is the Language of Learning and Teaching (LOLT).
 - 2.2.2. Mathematics or Mathematical Literacy
 - 2.2.3. Life Orientation
- 2.3. A minimum of any other three required subjects. Of the minimum three required subjects, a maximum of two additional languages over and above the two official languages contemplated in *subparagraph 2.2.1* may be offered.
- 2.4. Learners may offer a maximum of one subject developed by accredited assessment bodies other than the Department of Basic Education and approved by the Minister of Basic Education for this purpose.
(Refer to clause 27 of the *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* for more details and Annexure A and B for Group A and B subjects)



3. PROVISOS

3.1. A candidate may offer more than the required minimum of seven subjects provided that he or she complies with the following requirements:

- 3.1.1. the additional subjects must be offered for all three years of the National Senior Certificate programme, namely Grades 10-12.
- 3.1.2. all the internal assessment requirements and the Practical Assessment Tasks as contemplated in the policy document *National Protocol for Assessment Grades R – 12* and the Curriculum and Assessment Policy Statements for the required subjects where applicable, must be met for all three years of study, namely Grades 10, 11 and 12.

3.2. Not more than one language shall be offered from the same language group, namely:

- isiXhosa, isiZulu, SiSwati and isiNdebele
- Sepedi, Sesotho and Setswana.

3.3. The same language shall not be offered on Home Language and First or Second Additional Language level, or on First and Second Additional Language level.

3.4. A candidate may not offer both Mathematics and Mathematical Literacy.

3.5. A candidate may not offer both Consumer Studies and Hospitality Studies.

3.6. Learners offering Sport and Exercise Science as a subject must offer either Physical Sciences or Life Sciences.

3.7. Learners offering Physical Sciences and Accounting are advised to offer Mathematics for the purpose of higher studies.

3.8. A learner may only enrol for the selected External Music programme in his or her Grade 12-year. (Refer to Assessment Instruction 40 of 2013). The practical component must be completed by the candidate not later than June of the Grade-12 year. The theory must be completed by the candidate, not earlier than October of the Grade 11-year.

4. PROMOTION REQUIREMENTS FOR GRADES 10 - 12

4.1. Learners in Grades 10 and 11 will be promoted from grade to grade if they have offered and completed the School Based Assessment, Practical Assessment Tasks, where applicable, oral assessment tasks and end of the year examination requirements in not fewer than seven (7) subjects as contemplated in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements of the various subjects listed. (Refer to CAPS policy Annexure A):

4.1.1. Achieved **40% In three subjects, one of which is an official language at Home Language level, and 30% In three subjects**, provided the School Based Assessment component is submitted in the subject failed.

- 4.1.2. **A condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate** in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation will be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification. **No condonation in Grades 10 and 11.**
- 4.1.3. Subject to 3.8 above, learners who offers a Music programme from the Associated Board of Royal Schools of Music or Trinity College of London or UNISA must obtain the following ratings:
- (i) The Associated Board of Royal Schools of Practical Music Examination Grade 7: at least 65%.
 - (ii) Trinity College of London Practical Music Examination at grade 7: at least 60%. (Refer Assessment Instruction 40 of 2013)
 - (iii) UNISA Practical Music Examination at grade 7: at least 50%.
- 4.1.4. The norm for repetition is stipulated *in paragraph 31 of the Admission policy for ordinary public schools, Government Notice 2432 in the Government Gazette, Vol. 400, No. 19377 of 19 October 1998*, as one year per school phase where necessary. A learner may only be retained once in the Further Education and Training Phase in order to prevent the learner being retained in this phase for longer than four years.
- 4.1.5. Progression in Grades 10-12 does not guarantee the final certification of a learner in Grade 12 and such a learner must comply with the certification requirements as contemplated in paragraph 37 (1) (a) of the policy document, *National policy pertaining to the Programme and Promotion requirements of the National Curriculum Statements Grades R-12* to enable him or her to obtain a National Senior Certificate.

5. ASSESSMENT IN GRADE 10 AND 11

- 5.1. 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 for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment marks allocated to assessment tasks completed during the school year will be 25% of the total mark, and the end-of-year mark 75% of the total mark.



- 5.2. The weighting for assessment in the subject Life Orientation in Grades 10 and 11 is an exception where the School-Based Assessment component will comprise 100% of the total mark. The School-Based Assessment will be externally moderated.
- 5.3. 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 for the subjects listed in the *National Curriculum Statement Grades R - 12*.

6. ASSESSMENT IN GRADE 12

- 6.1. The School-Based Assessment mark will be 25%, and the external assessment mark 75% of the total mark, as specified in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the subjects listed in the *National Curriculum Statement Grades R - 12*. The School-Based Assessment will be externally moderated.
- 6.2. The weighting for assessment in the subject Life Orientation in Grade 12 is an exception. The School-Based Assessment component will be 100% of the total mark. In the National Senior Certificate examination the final promotion mark in Life Orientation will be based on internal assessment which must be externally moderated, as well as a Common Assessment task which is externally set and moderated. Monitoring and moderation mechanisms will be determined by the assessment body and Umalusi.
- 6.3. The Physical Education Task (PET) in Life Orientation constitutes the fifth task and is administered across all four school terms, with the exception of Grade 12, which will be three school terms. The mark allocation for the PET (Task 5) is 20% of the total mark out of 400 for Life Orientation, i.e. 80 marks.
- 6.4. The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70,3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.



7. RECORDING AND REPORTING

7.1. Seven levels of competence have been described for all the subjects in the policy document, *National Protocol for Assessment Grades R– 12* and the Curriculum and Assessment Policy Statements for the 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.

7.2. TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES 10-12

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
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

7.3. These descriptions are intended to assist teachers to assess learners and grade them at the correct level.

7.4. Teachers or examiners must record learners' results in marks and report them as percentages.

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

8. CONCESSIONS

National policy offers a concession to immigrant learners/candidates and learners who experience barriers to learning. However, any exceptions that may arise during an examination (e.g. injury in an accident) must be brought to the attention of the officials in the Directorate Assessment and Examinations and a completed concession application form must be submitted, with full supporting documentation as soon as the need for a concession becomes relevant. It should be noted that proof of a neurological / physical condition is required for the granting of extra time to learners. (Assessment Instruction 5 of 2013, dated 6 January 2013 has reference. Closing date 31 January 2014)

8.1. Immigrants

- (a) An immigrant candidate is:
- (i) a child dependent of a diplomatic representative of a foreign government accredited in South Africa; or
 - (ii) a person who:
 - (aa) first enrolled at and entered a South African school in Grade 7 or a more senior grade, or
 - (bb) having begun his or her schooling at a school in South Africa, has attended school outside South Africa for two or more consecutive years after Grade 3 or its equivalent and has subsequently returned to South Africa.
- (b) An immigrant candidate as contemplated above may offer only one (1) official language on at least First Additional Language level, provided it is the language of learning and teaching, and obtain a rating of 30% level in that language, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that the immigrant candidate complies with the promotion requirements as contemplated in *paragraph 4.1 above*.
- (c) However, instead of offering another subject from Group B in lieu of the one official language that is not offered, an immigrant candidate may, subject to *paragraph (b)*, offer his or her home language in lieu of that one official language subject to the following:
- (i) Such language is listed on Home Language level in Table B4 at Annexure B of the National Policy Pertaining to the programme and Promotion requirements of the National Curriculum Statement Grades R-12



Ikamva eliqoqambileyo!

- (ii) Offer his or her home language on the A-Level of the General Certificate of Education (GEC) of the United Kingdom, or an examination recognized by the Department of Basic Education as equivalent to Home Language level for the purpose of *subparagraph (b) above*.
- (iii) The marks as supplied by the concerned assessment body will be taken into account for promotion purposes. **If the actual marks are not available, the results will be converted in accordance with Table 2 below**, with the proviso that the candidate may not offer two similarly named languages.

TABLE 2: CONVERSION SCALE (FOR IMMIGRANTS)

PROGRAMME REQUIREMENTS			
	A-Level	National Policy	
Symbol	%	MARKS	%
A	70-100	280	70
B	60-69	240	60
C	55-59	220	55
D	50-54	200	50
E	40-49	160	40
F	30-39	140	35

- (d) To be classified as an immigrant candidate, such a candidate must be in possession of:
- (i) the relevant official documentation issued by the Department of Home Affairs; and
 - (ii) the relevant official documentation issued by the school where the learner entered the South African school system for the first time.

8.2. Learners who experience barriers to learning

- (a) The following concessions may apply to learners who experience the following barriers to learning:
- (i) A learner who is Deaf may offer one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the of the one official language that is not offered, provided further that such Deaf candidate complies with the requirements as contemplated in *paragraph 4.1 above*.

- (ii) Learners with communication and language impairments, e.g. aphasia and dyslexia may offer only one (1) official language at First Additional Language level which is the language of learning and teaching, provided that another subject from Group B is offered in lieu of the one official language is not offered, provided further that such aphasic or dyslectic candidate complies with the promotion requirements as contemplated in *paragraph 4.1 above*.
 - (iii) Learners who have been diagnosed to have a mathematical disorder such as dyscalculia may be exempted from offering of Mathematical Literacy or Mathematics, provided that another subject from Group B is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 4.1 above*.
- (b) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

9. APPROVAL AND QUALITY ASSURANCE OF SCHEDULES

Education Development Officers (EDO) together with District Curriculum personnel (District Teams) must ensure that promotion schedules are thoroughly checked for compliance and corrected where required. The signatures on the Declaration forms, distributed with schedules, by District officials is an indication that National policy has been fully implemented, as outlined in this Assessment Instruction.

All promotion schedules are subjected to scrutiny at the Provincial office to ensure that learners promoted to Grades 11 and 12 have met the minimum promotion requirements. Where Departmental officials are found to have promoted or retained learners in error, these officials will be charged with misconduct.

10. COMPLETION OF SCHOOL REPORTS

School reports are used to report to parents on the achievements and promotion of learners to the next grade. 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 promotion schedule is approved by the EDO.

NB: Original reports should be seen by EDO when 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 promotion requirements have been met for all learners promoted.</p> <p>Every learner has a minimum of 7 subjects and none is omitted from the schedules.</p> <p>All marks are correctly transferred to the correct columns of the schedule.</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> <p>Original school reports are presented with promotion schedules.</p>	EDO District Curriculum officials	As per arrangement with the Principal but no later than Friday 05 December 2014



EDO	District DCES Examinations	<p>A promotion schedule is received for every school in the District that has Grade 10 & 11.</p> <p>That the relevant declaration has been signed by both school Principals & EDO/Curriculum official.</p> <p>That the summary form of promotions has been completed and signed by the Principal and attached to the schedule.</p> <p>That the promotion schedules conform to the Departmental format issued for the setout of promotion schedules.</p>	District Examination Officials	Wednesday 10 December 2014
District DCES Examinations	Provincial District Co-Ordination Unit	All of the above	Provincial District Co-Ordination Unit Officials	Friday 12 December 2014

No public school may close for 2014 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 10 and 11 in terms of policy.

(National Protocol for Assessment 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).

No independent school that is registered to offer Grades 10 to 12 with the Eastern Cape Department of Education may close for 2014 without having submitted an accurate promotion schedule showing the promotion of all learners in Grades 10 and 11 in terms of policy.

(National Protocol for Assessment 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). Where there are instances of non-compliance, consequence management will be applied to all relevant officials at the school and within the district.



12. Minimum Admission requirements for Higher Certificate, Diploma and Bachelor's Degree Programme requiring National Senior Certificate. Higher Education Act, 1997 (Act No. 101 of 1997)

12.1. Higher Certificate

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- **3x40%- 49% (3 Level 3 including Home Language)**
- **4x30% - 39% (4 Level 2)**

Institutional and Programme needs may require appropriate combinations of recognized NSC Subjects and levels of achievements.

12.2. Diploma

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- **4 x 40%- 49% or better (4 x Level 3 including Home Language)**
- **3 x 30% - 39% (3 Level 2)**

Institutional and Programme needs may require appropriate combinations of recognized NSC Subjects and levels of achievements.

12.3. Bachelor's Degree

The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi with an achievement rating of:

- **4X50%-59% or better (4 Level 4s Including Home Language)**
- **3 x 30% - 39% (3 Level 2)**

Institutional and Programme needs may require appropriate combinations of recognized 20 credit NSC Subjects (which will be known as the designated subject list) and levels of achievements.

12.4. Designated Subjects

- Accounting
- Agricultural Sciences
- Business Studies
- Dramatic Arts
- Geography
- History
- Languages
- Life Sciences
- Music
- Physical Sciences
- Religion Studies
- Visual Arts
- Mathematical Literacy
- Mathematics
- Consumer Studies
- Information Technology
- Engineering Graphics and Design
- Economics

Adequate Achievement (50% - 59%) (Level 4) in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree programme. An institution is entitled to specify an appropriate level of subject achievement for a particular programme.

13. CONCLUSION

District Teams shall be set up to ensure checking for compliance to all promotion requirements before approval is granted.

The promotion requirements outlined in this Assessment Instruction are mandatory and must be fully complied as stated. All office and school-based personnel, especially school Principals and EDOs, are expected to ensure compliance with National policy on promotion.


MR R. TYWAKADI
DDG: INSTITUTIONAL OPERATIONS MANAGEMENT (IOM)

