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EASTERN CAPE
EDUCATION

CHIEF DIRECTORATE: CURRICULUM MANAGEMENT

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ASSESSMENT INSTRUCTION 59 OF 2014

TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS AND CLUSTER 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 10-12
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 10 NOVEMBER 2014

**THE MANDATORY OFFERING OF MATHEMATICS AS A CHOICE SUBJECT IN ALL
SECONDARY SCHOOLS FOR THE COMPLETION OF THE NATIONAL SENIOR
CERTIFICATE (NSC)**

1. This Assessment Instruction is based on Circular S13 issued by the National Department of Basic Education (DBE), dated 23 October 2014, and refers.
2. Circular S13 highlights the fact that, as stated in the National Development Plan (NDP), the National Department of Basic Education has the responsibility to almost triple the output of learners passing Mathematics and Physical Sciences.

3. In this regard, the following extract from the National Development Plan has reference:

“The Department has set a target to increase the number of learners eligible for bachelors programme to 300 000 by 2024, 350 000 learners who pass mathematics, and 320 000 learners who pass physical science. These targets are very ambitious, more than doubling the results achieved in 2010. We propose a target of 450 000 learners eligible for bachelors programme with Maths and Science by 2030.” (National Planning Commission: National Development Plan, November 2011).

4. Circular S13 further emphasises that the NDP proposes that the Higher Education and Training sector should produce 10 000 artisans per year such that by 2030 a total of 30 000 artisans are produced, and that this places an obligation that all schools should offer Mathematics.
5. In order to achieve these targets, national and provincial targets were pronounced in the Mathematics, Science and Technology (MST) Sector Plan that was approved by the Council of Education Ministers (CEM) on 18 September 2014. Part of the plan is to get every school in the country to enrol more learners for Mathematics, while decreasing the number of learners taking Mathematical Literacy.
6. The following table is an indication of the ratios that FET schools should attain between learners who offer Mathematics as opposed to Mathematical Literacy by 2019:

GRADE	YEAR				
	2015	2016	2017	2018	2019
Grade 10	50% Maths	60% Maths	70% Maths	80% Maths	90% Maths
	50% Maths Lit	40% Maths Lit	30% Maths Lit	20% Maths Lit	10% Maths Lit
Grade 11		50% Maths	60% Maths	70% Maths	80% Maths
		50% Maths Lit	40% Maths Lit	30% Maths Lit	20% Maths Lit
Grade 12			50% Maths	60% Maths	70% Maths
			50% Maths Lit	40% Maths Lit	30% Maths Lit

7. The DBE is considering making the necessary policy changes which will require from those learners offering one of the subjects Physical Sciences, Accounting, Economics, Agricultural Sciences, Geography, and Life Sciences to offer Mathematics instead of Mathematical Literacy.

8. In view of paragraph 6 above, the national Department of Basic Education hereby directs Further Education and Training (FET) Schools as follows:

- Schools currently not offering Mathematics should, with effect from 2015, incrementally offer the subject in Grade 10 as an option between Mathematics and Mathematical Literacy;
- Schools currently offering Mathematics to increase the enrolment of Mathematics learners in accordance with set provincial targets;
- Schools intending to discontinue the offering of Mathematics to rescind the decision.

9. Cluster Chief Directors, District Directors, District Curriculum personnel, and Education Development Officers (EDO's) should bring this Assessment Instruction to the attention of all FET schools and teachers involved, and closely monitor adherence to this directive.



DR A S NUKU

(A) DEPUTY DIRECTOR-GENERAL: IOM

12/11/2014