



**Province of the  
EASTERN CAPE  
EDUCATION**

**EXAMINATIONS & ASSESSMENT CHIEF DIRECTORATE**

Steve Vukile tshwete Education Complex, Zone 6 Zwelisha, King Williams Town\* Private Bag X 0032\* Bisho\* 5607 Republic of South Africa \*\* Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za) Email : [funiwe.bikitsha@ecdoe.gov.za](mailto:funiwe.bikitsha@ecdoe.gov.za)

Enquiries: Ms F. Bikitsha

Tel: 072 378 2817 / 060 530 3756

**ASSESSMENT INSTRUCTION 46 OF 2018**

**TO: DEPUTY DIRECTOR-GENERAL  
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 1 – 9  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**

**DATE: 12 OCTOBER 2018**

**GENERAL EDUCATION AND TRAINING (GET) BAND  
2018 PROGRESSION/PROMOTION REQUIREMENTS: (GRADES 1 – 6)  
(FOUNDATION AND INTERMEDIATE PHASE)**

**1. INTRODUCTION**

The implementation of the Curriculum and Assessment Policy Statement (CAPS) is fully implemented in all Phases and Grades. Therefore all learners are directed to use the provisions of the current policies:

- *National policy pertaining to the programme and promotion requirements of the national Curriculum Statement Grades R – 12,*
- *National Protocol for Assessment Grades R – 12*
- *Curriculum and Assessment Policy Statement (CAPS) for all approved subjects.*
- *Approval of the amendment policy pertaining to the National Curriculum Statement Grades R – 12.*
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statements Grades R – 12 published as government notices no. 115 and 116 in Government Gazette no 36042 of 28 December 2012.*

## 2. FOUNDATION PHASE (GRADES 1 – 3)

### 2.1 RECORDING AND REPORTING

2.1.1 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). These descriptions are intended to grade learners at the correct level. Comments should be used to qualify learner performance.

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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

2.1.2 In the Foundation Phase, recording and reporting of learner performance should be against the four subjects offered, that is, Home Language, First Additional language, Mathematics and Life Skills.

### 2.2 PROGRESSION REQUIREMENTS FOR GRADES 1 – 3

2.2.1 Progression from grade to grade through this phase within the appropriate age cohort should be on accepted norm that a learner may not be retained in this phase for more than four years. If a learner displays a lack of competence to cope with the following grade's work, assessment should be done to determine the level of support needed.

2.2.2 The following are guidelines for determining a learner's progression from Grade 1 to 2 and from Grade 2 to 3 in the Foundation Phase:

- Adequate Achievement (Level 4: 50% – 59%) in one official language at Home Language level,
- Moderate Achievement (Level 3: 40% – 49%) in the second required official language at First Additional Language level and
- Moderate Achievement (Level 3 : 40% – 49%) in Mathematics.

## 3. INTERMEDIATE PHASE (GRADES 4 – 6)

### 3.1 RECORDING AND REPORTING

3.1.1 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).

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

- 3.1.2 Comments should be used to qualify learner performance.
- 3.1.3 Ideally, all learners in Grades 4 – 6 should progress with their **age cohort**.
- 3.1.4 Any decision about progression should be based on the evidence of a learner's performance against the recorded assessment tasks.
- 3.1.5 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).
- 3.1.6 No learner should stay in the same phase for **longer than four years** unless the provincial Head of Department has given approval based on specific circumstances and professional advice.
- 3.1.7 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.

### 3.2 PROGRESSION REQUIREMENTS FOR GRADES 4 – 6

The following are guidelines for determining a learner's progression from Grades 4 – 6 in the Intermediate phase:

- A learner must offer and complete (6) subjects for each Grades 4 – 6;
- Adequate Achievement (Level 4) (50% – 59%) in one official language at Home Language level;
- Moderate Achievement (Level 3) (40% – 49%) in the second required official language at First Additional Language level;
- Moderate Achievement (Level 3) (40% – 49%) in Mathematics, and
- Moderate Achievement (Level 3) (40% – 49%) in any other two (2) of the remaining approved subjects. This requirement excludes Immigrant learners.

- NB:**
- Learners are not permitted to offer more than one language from the same language group.
  - Learners are not permitted to offer the same language on Home Language and First or Second Additional language level, or on First and Second Additional Language level.

### 4. CONCESSIONS

- An immigrant learner in the Intermediate Phase must:
  - Pass one of the required two official languages on at least First Additional Language level and obtain a rating of Moderate Achievement (Level 3) 40 - 49% in that language.

- 2) Comply with the other Foundation or Intermediate Phase Progression requirements.
- b) An immigrant learner may offer his or her home language in lieu of one language, provided that is an officially approved non-official language, further than that he or she complies with the Intermediate Phase promotion requirements.
- c) To be classified as an immigrant learner, such a learner must be in possession of:
  - 1) The relevant official documentation such as: copy of passport, letter from Embassy/Consulate, copy of study permit issued by the Department of Home Affairs; and
  - 2) The South African school that is admitting the foreign learner must send the foreign qualification to SAQA for evaluation and the proof of evaluation must be attached.
- d) Learners experiencing barriers to learning

The following concessions may apply to learners who experience the following barriers or any other barriers that impact on a learner's learning:

- i) A deaf learner must offer two required official languages.
  - (aa) *he or she must pass one of the required two official languages on at least First Additional Language level and obtain a Moderate Achievement (Level 3) in that language;*
  - (bb) *an Elementary Achievement (Level 2) in the second official Language*
  - (cc) *comply with the other Foundation or Intermediate Phase promotion requirements.*
- ii) Learners with communication and language impairments, e.g. aphasia and dyslexia must also meet the requirements as set out in *subparagraph (i)* above.
- iii) *White Paper 6 on Special needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learners.

#### **SUBMISSION OF SCHEDULES: DUE DATES**

- All progression/promotion schedules (**SASAMS 12.9.15.7 SCHEDULE**) for Grades 1 to 9 must be lodged by schools with the Education Development Officers (EDO) by **Wednesday 05 December 2018**.
- The schedules must be submitted by the EDOs to District Examinations section by **Friday 14 December 2018**.

- No public and independent schools that is registered to offer Grade 1-12 under the Eastern Cape Department of Education may close for 2018 without having submitted the 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 quality assurance of all progression/promotion schedules has highlighted serious problems in the application of the progression/promotion policy and the recording of data on both the schedules and the report cards. Therefore District Directors, Officials and School Principals are kindly requested to devise strategies, inclusive of establishing quality assurance teams, to ensure the accuracy of schedules and statistics before signature and submission is made.



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ACTING DEPUTY DIRECTOR – GENERAL: EPEM  
MS P. VINJEVOLD

17/10/2018  
DATE