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ASSESSMENT INSTRUCTION 42 OF 2016

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EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS (FET BAND)
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

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2016 PROMOTION AND PROGRESSION REQUIREMENTS: GRADES 10 –11

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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 2014 and 2015 Grade 11 promotion schedules reflect poor implementation of these requirements in the Province. This Assessment Instruction sets out the promotion and progression requirements for Grades 10 and 11 and these requirements are to be implemented, when reporting on learner and school achievements. The policy stipulated in this Assessment Instruction 42 of 2016 applies to all schools that offer the *National Curriculum Statement Grades R – 12*. This Assessment Instruction must be read in conjunction with the following policies:

- a) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 published as Government Notices No. 1115 and 1116 in Government Gazette 36042 of 28 December 2012 and amended as:*
 - *Government Notices 499 and 500 Government Gazette, No.36465 dated 17 May 2013;*
 - *Government Notices 564 Government Gazette, No.37840 dated 18 July 2014.*
 - *Government Notices 625 and 626 in Government Gazette, No. 37910 dated 13 August 2014;*
 - *Government Notices 236 and 237 in Government Gazette, No. 38950 dated 20 March 2015;*
 - *Government Notices 1161 in Government Gazette, No. 39435 dated 20 November 2015.*
- b) *National Protocol for Assessment Grades R – 12, Government Notice No. 722 and No. 733, Government Gazette, No. 346 Of 12 September 2011 and amended as Govern Notice No. 115 and 116, Govern Gazette, No. 26042 of 28 December 2012 and*
- c) *Regulations pertaining to the National Curriculum Statement Grade R – 12, Notice No R 1114 in Regulation Gazette, No.9886 of 28 December 2012.*

2. ASSESSMENT IN GRADES 10 AND 11

2.1 Learners will be assessed internally according to the requirements specified in the policy document, *National Protocol for Assessment Grades R to 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.



- 2.2 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.
- 2.3 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*.

3. PROMOTION REQUIREMENTS FOR GRADES 10 – 11

- 3.2. 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).
- 3.3. In order for a learner to be promoted from Grade 10 to 11 and Grade 11 to 12, the learner must achieve **40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects**, provided that the School Based Assessment component is submitted in the subject failed. See the table below.

Promotion requirements	Percentage required	Rating
Subject 1: Home Language	40%	3
Subject 2	40%	3
Subject 3	40%	3
Subject 4	30%	2
Subject 5	30%	2
Subject 6	30%	2
Subject 7	0 - 29%	1

4. RECORDING AND REPORTING

- 4.1. 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.

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

- 4.2. These descriptions are intended to assist teachers to assess learners and grade them at the correct level.
- 4.3. Teachers must record learners' results in marks and report them as percentages.
- 4.4. The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

5. PROGRESSION REQUIREMENT FOR GRADES 10 – 11

In terms of Policy Regulation pertaining to the *National Curriculum Statement Grades R – 12 promulgated as Notice No. 1114, in Regulation Gazette No. 9886 of 28 December 2012, a learner may only be retained only once in the Further Education and Training Phase* in order to prevent the learner being retained in this phase for longer than four years. The rationale for regulating progression dispensation was to ensure its enforceability and consistent application in its management of the high drop-out rate and culling of learners in the FET phase.

The legislation's intent is to uphold the best interest of the learner and to minimise unnecessary school dropout in the schooling system so that every learner has the



opportunity to achieve an exit qualification such as the National Senior Certificate. Learner dropout can be attributed to frustration and loss of hope by learners who have experienced chronic patterns of underperformance in the FET phase.

The basic principle relating to this policy statement is that a learner should not spend more than four years in the phase. **However, the following criteria have been adopted as pre-requisites to allowing a learner to be progressed from either Grade 10 to Grade 11, or from Grade 11 to Grade 12:**

1. the learner must have failed to satisfy the promotion requirements of either Grade 10 or Grade 11, and repeated either Grade 10 or Grade 11;
2. the learner must have passed the Language of Learning and Teaching (LoLT) and any other three of the seven subjects offered; (Life Orientation included). If the Home Language is the LoLT, then only for this criteria, a 30% mark will be accepted;
3. the learner must have attended school on a regular basis. Absenteeism in excess of 20 days, without a valid reason, will disqualify the learner from being progressed; and
4. the learner must have complied with prescribed School Based Assessment (SBA) requirements for that academic year.

NB: The learner must satisfy all of the above criteria to be progressed to the next grade.

Each of the criteria listed above is elaborated as follows:

a) **Criteria 1:** Failed to satisfy the Promotion Requirements of either Grade 10 or Grade 11.

The following three scenarios would be relevant in this case:

Scenario 1

A learner repeats Grade 10 and does not meet the promotion requirements at the second year.

Scenario 2

A learner has met the requirements for Grade 10, but is repeating Grade 11 and does not meet the requirements.

Scenario 3

A learner repeats Grade 10 but does not meet the promotion requirements. She / he is progressed to Grade 11. She / he does not meet the promotion requirements in Grade 11 in the first year.

b) **Criteria 2:** Pass four of the seven subjects offered and one of the four subjects passed must be the Language of Learning and Teaching (LoLT).

The learner must pass the Language of Learning and Teaching (LoLT), which could either be English FAL or Afrikaans FAL. The rationale for the inclusion of the LoLT is based on the principle that for the learner to succeed in the next grade, he/she has to be competent in the LoLT, which is one of the key determinants of success from one grade to the other. If the Home Language is the LoLT of the learner, for the purpose of progression only, the learner must obtain 30% so as to ensure equivalence with the pass requirements for the First Additional Languages. One of the four subjects passed by the learners could be Life Orientation. This implies that the learner could pass three other subjects and Life Orientation.

c) **Criteria 3: Regular School Attendance**

Regular school attendance will ensure that the learner has had exposure to the school curriculum for the duration of the school year. If the learner has been absent for more than 20 days, without a valid reason, this constitutes irregular attendance.

d) **Criteria 4: Compliance with the School Based Assessment (SBA) Requirements**

Compliance with the SBA requirements will ensure that the learner has satisfied the assessment requirements of each of the subjects, and this will confirm the learner's commitment to the subject. Despite the fact that the learner is required to pass only four of the seven subjects, he must satisfy the SBA requirements for all subjects, including the subjects he has failed.

However, while legislation allows for progression, a parent / guardian may decide that the learner should be retained in the same grade because it is deemed in the best educational interest of the learner. This final decision by the parent / guardian must be based on substantive evidence of the learner's holistic performance at the school and through a consultative process involving the learner, the parent, the teachers involved and any other support professionals necessary.

5.1. AN APPROACH IN THE IMPLEMENTATION OF THE PROMOTION AND PROGRESSION POLICY

In the case of a learner who qualifies to be progressed, the following consultative process is suggested to ensure that all persons are involved so that an informed decision is made.

5.1.1. AT SCHOOL LEVEL: A PROMOTION / PROGRESSION MEETING WITH STAFF

It is necessary for a school to hold a special meeting of relevant subject staff members to evaluate each learner that has not met the promotion requirements more than once in grade 10 or 11 in order to decide whether the learner should be retained. Due consideration should be given to the following:

- a) Were parents/ guardians kept informed of the learner's poor performance on a regular basis despite continued underperformance by the learner?
- b) Establish whether the learner responded positively to the curriculum intervention and support strategies provided by the school, to assist low achieving learners to improve their performance.
- c) Evaluate the attendance history of the learner throughout the year to establish whether absence was with or without valid reasons.
- d) Establish if the learner was absent from tests, examinations and any other internal assessments, without a valid reason.
- e) Evaluate the general behaviour and attitude of the learner towards his / her school work.
- f) Consider any psychosocial support need that may have contributed to the learner's low levels of motivation and subsequent poor performance in grade 10 or grade 11.

Each learner's case must be evaluated holistically with supporting evidence collected by the subject teachers throughout the school year. This will enable the principal to advise the parent comprehensively, on the retention or progression of the learner concerned.

5.1.2. A CONSULTATIVE MEETING WITH THE PARENTS / GUARDIANS

If there is consensus among all subject teachers during the promotion / progression meeting that the learner should be retained in the current grade, then a meeting must be held with the parent / guardian so that the advice is carefully and clearly explained by the school and understood by the parent / guardian before the learner's school report is handed to them. This meeting should be held by the School Management Team and the meeting should include a discussion of the following:

- a) The conditions for retention must be presented to the parent / guardian and the learner. Provide enough detail and explain the performance of the learner with supporting evidence.
- b) The educational advantages of retaining the learner should be clearly explained to the parent / guardian.
- c) Present the option for the learner to change subjects. The implications of the subject changes must be clearly explained
- d) The differentiated academic support that will be provided by the school to the learner must be explained to the parent / guardian.
- e) Discuss the alternate or specialised support that the parent may want to access and provide for the learner to supplement the academic support provided by the school.
- f) The School Management Team must also provide details of the alternate pathways that may be followed by the learner. The benefits and implications of options available must



be followed by the learner. The benefits and implications of options available must be clearly explained.

- g) The signing of the Partnership Contract which emphasises the joint responsibility for the decision that has been taken. It stipulates the collaborative support, responsibility and commitment to ensure regular school attendance, completion of School Based Assessment Tasks and settings achievable target's to track the learner's progress. It must be printed in duplicate. Both copies must be signed by the learner, parent / guardian and a representative of the school. This document is an undertaking in good faith, of the key stakeholder's commitment to motivate the learner to succeed in his / her renewed efforts to make the required academic progress. One copy must be kept on file at the school and the other remains with the parent / guardian. It should be used as an accountability tool to monitor progress lapses made during the course of the year.

5.2. ARRIVING AT A FINAL DECISION

- a) The decision reached at this meeting must be reflected on the learner's report card. If the learner is retained, this must be confirmed in writing by the parent.
- b) Should the parent not agree to the retention of the learner, the learner must be progressed to the next grade and the report card must clearly reflect that the learner has not met the promotion requirements for the current year but has been progressed to the next grade.
- c) The conditions for progressing the learner must be fully discussed and agreed upon by the school, the parents/ guardians and the learner and should include the following conditions:
- The option for the learner to change subjects and implications of the subject changes must be clearly explained.
 - The Partnership Contract which stipulates the collaborative support, responsibility and commitment of both parties must be completed and signed.
 - The differentiated support that will be provided by the school to the learner must be outlined so that the parent/ guardian can also consider supplementary interventions for the learner.

5.3. APPEAL PROCESS

A parent / guardian has a right to appeal the final decision made by the school to progress or retain a child. To appeal a progression or retention decision, the parent / guardian must submit a written request not later than three (3) days after the official opening of schools, to the school principal specifying the reasons why the progression or retention decision is being contested.

Within fourteen (14) working days of receiving a request to appeal, the Head of Department or his / her designee shall make a final determination in this regard. The



onus shall be on the parent as the appealing party to show why the progression or retention decision should be overruled.

5.4. CURRICULUM SUPPORT FOR THE PROGRESSED LEARNER

District and schools must have clearly articulated intervention strategies that include an early identification of low achievers or at risk learners so that the school, district and province can develop and implement additional learning opportunities through meaningful extended day / year-long programmes outside of regular school hours to build the self-esteem of these learners and facilitate their social adjustment, or facilitate their access to alternate career pathways that are available locally.

The curriculum support responsibilities may be categorised as follows:

5.4.1. DISTRICT BASED SUPPORT TEAMS (DBST)

- Keep a register / database of progressed learners;
- The data base should reflect the subjects that placed the learner at risk;
- The data base should be monitored biannually (July / November) to monitor progress of the learners;
- Ensure that parents are informed (biannually or quarterly) of learners performance / progress and the proposed action to improve performance;
- Co-ordinate a district wide support programme to assist learners at risk;
- Support schools to identify core content per subject that progressed learners should master as part of the remedial plan;
- Subject Advisors to assist teachers in crafting intervention strategies and improvement plans as per subject specifics;
- Offer ongoing training to schools and teachers on teaching communication and social and behavioural factors.

5.4.2. SCHOOL BASED SUPPORT TEAMS (SBST) / INSTITUTIONAL LEVEL SUPPORT TEAMS (ILST)

- Initial identification of learners at risk and compile a (quarterly/ biannual) database;
- Monitor and report on progress of learners at risk / progressed learners;
- Develop and implement remedial programme to support under-performing learners. e.g. study guides, previous question papers and memoranda, extra classes during holidays or weekends;
- Identify core content per subject that progressed learners should master as part of the remedial plan;



- Ensure that there is regular testing and re-testing of subject content areas that challenge learners;
- Inform parents (quarterly / biannually) of identified learners performance / progress and the proposed action to improve performance;
- Offer regular meetings (quarterly / biannually) with parents to address progress and challenges;
- Offer workshops for parents of identified learners to support teaching and learning.

5.4.3. ROLE OF PARENTS

- Regularly control and monitor learner's tasks/ homework, preparation for projects and readiness for tests / examinations;
- Attend meetings as requested by School Management Teams;
- Regularly visit the school to enquire about the progress of their children;
- Where possible parents should arrange additional tuition in identified subjects based on the performance of the learner;
- Parents must ensure that learners complete the remedial programmes successfully.

Please Note: Progression in Grades 10 to 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.

6. SUBMISSION OF SCHEDULES AND DUE DATES.

- 6.1. All progression/promotion schedules (**SASAMS SCHEDULE: 12.9.15.7**) for Grades 10 to 11 must be lodged by **Schools** with the **Education Development Officers (EDOs)** by **Friday 09 December 2016**.
- 6.2. The schedules must be lodged by the **EDOs** with the **District Examinations office** by **Thursday 15 December 2016**.
- 6.3. The schedules must be lodged by the **District Examinations** with the **Province Assessment and Examinations Directorate** on/before **Tuesday 20 December 2016**.

7. APPROVAL AND QUALITY ASSURANCE OF SCHEDULES

- 7.1. All schools are urged to generate the **Promotion Schedules from SASAMS** through the processes and use the **schedule 12.9.15.7**.



- 7.2. Once promotions have been processed on SASAMS, the Promotion Schedule 12.9.15.7 must be printed and initialed on each page and sign in full on the last page with declaration before the submission to the Department.
- 7.3. Education Development Officers (EDO) together with District Curriculum personnel (District Quality Assurance Teams) must ensure that promotion schedules are thoroughly checked for compliance and corrected where required.
- 7.4. 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 dealt with in terms of Section 17 of the Educators Employment Act 1998 (Act 78 of 1998).

8. COMPLETION OF SCHOOL REPORTS

- 8.1. 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.

- 8.2. **No public school may close for 2016 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).**
- 8.3. **No independent school that is registered to offer Grades 10 to 12 with the Eastern Cape Department of Education may close for 2016 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.

9. CONCLUSION

District Quality Assurance Teams for the final schedules shall be set up to ensure thorough checking and compliance to promotion and progression requirements before approval is granted.

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



MR R TYWAKADI
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INSTITUTIONAL OPERATIONS MANAGEMENT (IOM)

21/11/2016

DATE

