



CHIEF DIRECTORATE: EXAMINATIONS AND ASSESSMENT

Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:
Enquiries: Mr EM Mabona Tel: 040 602 7004. Email: Mzimhle.mabona@ecdoe.gov.za
Website: www.ecdoe.gov.za

ASSESSMENT INSTRUCTION NO 04 OF 2022

**TO: DEPUTY DIRECTORS-GENERAL
CHIEF DIRECTORS
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
CIRCUIT MANAGERS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES**

DATE: 07 FEBRUARY 2022

**GUIDELINE: MANAGING AND DEALING WITH DISCREPANCIES IDENTIFIED BY
THE SASAMS GENERATED QUALITY ASSURANCE REPORT ON THE 2021
GRADE 10 AND 11 PROMOTION AND PROGRESSION RESULTS SCHEDULES.**

1. INTRODUCTION

South African Schools Act 84, 1996 prescribes the following:

In Section 6A. Curriculum and assessment. (1) The Minister must, by notice in the Government Gazette, determine—

(a) a National Curriculum Statement indicating the minimum outcomes or standards;
and

(b) a national process and procedures for the assessment of learner achievement.

(2) The curriculum and the process for the assessment of learner achievement contemplated in subsection (1) must be applicable to public and independent schools. [S. 6A inserted by s. 3 of Act No. 50 of 2002.]



The Educators Employment Act, NO.76 1998, Section 17 under Serious Misconduct (s. 17) stipulates that, ***theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports; are regarded to constitute acts of serious misconduct -***

At the backdrop of and guided by the above provisions that the Department of Education released the **Assessment Instruction 58 of 2021** to all districts and schools, outlining promotion and progression requirements for Grade 10 and 11 and these requirements were to be implemented, when reporting on learner and school achievements.

The policy stipulated in this Assessment Instruction applies to all schools that offer the National Curriculum Statement Grades R – 12. Learners have been 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 are 25% of the total mark, and the end-of-year exam mark 75% of the total mark. Refer to circular that was issued with adjusted SBA Examination mark under COVID-19 *and National Policy pertaining to the Programme and Promotion Requirements of The National Curriculum Statement Grades R - 12(NPPPR) Section 29 1(a), 2(A) and 2 (B) which must be read in conjunction with other subsections of Section 29.*



2. SYSTEM - WIDE QUALITY ASSURANCE OF COMPLIANCE WITH PROMOTION AND PROGRESSION REQUIREMENTS FROM GRADES 10-11 BY SCHOOLS: FINDINGS

The recent report extracted from SASAMS after the completion of the submission of end of the year 2021 promotion and progression schedules on SASAMS has revealed the following:

- **2 954** learners in **Cluster A** who qualify to be progressed from grade 11 to grade 12 were not progressed.
- **2 209** learners in **Cluster B** who qualify to be progressed from grade 11 to grade 12 were not progressed.
- **20** Learners who in **Cluster A** who **did not meet** minimum promotion requirements to grade 12 but were promoted to Grade 12.
- **1** Learner who in **Cluster B** **did not meet** the minimum requirements for promotion to grade 12 but was promoted to Grade 12.
- **17** Learners in **Cluster B** **did not meet the minimum** requirements in that they **failed the Home Language** but were promoted to Grade 12
- **72** learners were retained. This means that the Promotion status was changed from “P” to “NP”.
- **1 656** learners were progressed from grade 10 to Grade 11 & again from Grade 11 to Grade 12. (Meaning that these learners are in Grade 12 without ever meeting the promotion requirements in the FET Phase.
- **8** learners that were older than 38 years.



3. IMMEDIATE ACTION TO BE TAKEN BY CLUSTER CHIEF DIRECTORS AND DISTRICT DIRECTORS.

- The Cluster Chief Directors and District Directors must ensure that an orderly programme is conducted by transversal district teams composed of Circuit Mangers, FET Curriculum Specialists and Subject Advisors to verify the SASAMS generated promotion and progression schedules for 2021 Grade 11.
- This programme can be extended to 2021 Grade 10 schedules where the report findings point to it.
- Where the report findings are confirmed, the following recommendations must be implemented with immediate effect not later than 18 February 2022.
- The Cluster Chief Directors and District Directors must submit a report about the progress on the implementation of this guideline.
- The report must be directed to the Office of DDG – Curriculum Management and Delivery – Mr RM Tywakadi – ray.tywakadi@ecdoe.gov.za or his PA – Ms Yanga Mhambi – Yanga.Mhambi@ecdoe.gov.za – 040 – 602 7020
- The same report must be directed to the Office of ADDG – IOM – Mr T Mtyida – thembani.mtyida@ecdoe.gov.za or his PA – Ms Anelisa Sangotsha – Anelisa.Sangotsha@ecdoe.gov.za – 040 608 4236.
- The due dates for the reports is **21 February 2022 or before**.

4. RECOMMENDATIONS

- Wrongly retained learners must be promoted to the next grade with immediate effect.
- Each school to put in place a remedial teaching, learning and assessment plan for the learners that are promoted out of this process to catch up with the work they missed out on.
- Wrongly promoted learners must be deemed as progressed learners and be allowed to remain in the grades they are in.



- Progressed learners and wrongly promoted learners, deemed as progressed learners, must be profiled to identify their learning needs and be assisted accordingly.
- In cases where evidence of negligence and deliberate intention by teachers or officials to disadvantage the deserving learners, disciplinary action must be taken.
- Immediate re-training of all principals and school management teams in the FET phase as well as officials, such as Circuit managers, Subject advisors in the FET phase and Examination officials on the policy on promotion and progression requirements.

5. CONCLUSION

In order to improve teaching and learning in the Province, the management and intensive quality assurance of the promotion and progression schedules by SMTs led by the Principal and Integrated District Management Teams led by District Directors must be actively and intensively implemented.

The co-operation of all stakeholders in the process is appreciated.

MR R. TYWAKADI
DDG: CURRICULUM MANAGEMENT AND DELIVERY

07/02/2022
DATE