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GOVERNMENT NOTICES

DEPARTMENT OF EDUCATION**No. 1648****7 November 2003**

**NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996) AND
THE SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)**

**DECLARATION OF THE FRAMEWORK FOR THE ASSESSMENT AND
PROMOTION OF LEARNERS IN GRADE 9 AS INTERIM POLICY IN
TERMS OF SECTION 3 (4) (L) OF THE NATIONAL EDUCATION POLICY
ACT, 1996 (ACT NO 27 OF 1996) AND THE SOUTH AFRICAN SCHOOLS
ACT, 1996 (ACT NO. 84 OF 1996)**

I, Kader Asmal, Minister of Education, hereby determine national policy in terms of *Section 3 (4) (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996)*, and the *South African Schools Act (Act No 84 of 1996)* to be applied in respect of curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications.

I further give notice in terms of Section 7 of the said Act that this policy is obtainable upon written request from the Director - General, Department of Education, Private Bag X895, Pretoria, 0001, for attention Mrs G Muleya at telephone (012) 312-5123 or fax (012) 325-4001

Professor Kader Asmal, MP
Minister of Education
Date:.....

AN INTERIM POLICY FRAMEWORK FOR THE ASSESSMENT AND PROMOTION OF LEARNERS IN GRADE 9

INTRODUCTION

1. This policy framework aims at outlining the assessment and promotion requirements applicable to Grade 9 learners in the schooling system and shall be applicable until further notice.
2. In the General Education and Training (GET) Band, Grade 9 marks the end of the compulsory phase of schooling. Education in this band aims at providing learners with the basic competences or a broad foundation of knowledge, skills, values and attitudes needed for lifelong learning. It is therefore envisaged that a General Education and Training Certificate (GETC), as prescribed by the South African Qualifications Authority (SAQA), should be offered in future. In the case of schooling, a GETC will provide accreditation within the National Qualifications Framework (NQF) and will also assist in the selection and placement of learners for further learning; have a filtering purpose, and recognise competencies that learners have acquired in the 10 years of compulsory schooling.
3. The assessment requirements at Grade 9 level are determined within the parameters of current policies i.e. Curriculum 2005 (Department of Education (DOE); 1997), Assessment Policy for grade R-9 (Department of Education; 1998), Language in Education Policy (DoE, 1997), White Paper on Education and Training (DoE, March 1995), Education White Paper 6 (DoE, 2001) and the General Education and Training Certificate Policy (South African Qualifications Authority (SAQA), 2001).

PRINCIPLES UNDERPINNING THE POLICY FRAMEWORK FOR THE
ASSESSMENT AND PROMOTION OF LEARNERS IN GRADE 9

4. The assessment framework for schooling is underpinned by outcomes based education principles that are mentioned in paragraph 12 of the Assessment policy in the General and Education Band, Grades R to 9 and ABET (1998).
5. For learners with special education needs the principle of inclusion will be applied using agreed upon special conditions such as assessment adaptation, adjustment of time allocated for an assessment task, individualised assessment techniques, etc.
6. The South African Qualifications Authority (SAQA) weighting requirements in terms of the fundamentals (Communication and Mathematics) will be incorporated.
7. The 66 specific outcomes, which are grounded on the critical outcomes, are clustered in 8 learning areas and will serve as the basis for assessment in the schooling system. These 8 learning areas are compulsory for all learners that are in the schooling system as this ensures a balanced curriculum and prevents the omission or neglect of any particular learning area by learners, teachers or schools. The learning areas are: Language, Literacy and Communication (LLC); Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS); Natural Sciences (NS); Human and Social Sciences (HSS); Technology (Tech); Life Orientation (LO); Arts and Culture (A&C); and Economic and Management Sciences (EMS).
8. A learner shall be promoted from Grade 9 on the basis of demonstrating competences that reflect a balanced and weighted spread over all 8 learning areas, through an institution based continuous assessment programme and an external summative assessment component. The learner shall be promoted if

s/he satisfies the requirements of both the school-based assessment and the external summative assessment.

9. The school-based continuous assessment (CASS) shall constitute 75% of the final result and this shall be moderated externally. The external summative assessment should constitute 25% of the final result and shall be conducted through an instrument known as the Common Task for Assessment (CTA), which shall be set for each of the eight Learning Areas.
10. A minimum of two languages, of which one should be the language of learning and teaching, must be taken.
11. The Council for the General and Further Education and Training Quality Assurance (UMALUSI) shall provide mechanisms for assuring the standard of both School Based Assessment (i.e. CASS) and External Assessment (i.e. CTA) at national level.

CONTINUOUS ASSESSMENT

12. Continuous Assessment is School-Based and shall be managed and designed by the school using the curriculum framework for C2005 and the national assessment guidelines. Continuous Assessment should comprise a variety of measures or forms of assessment to ensure that items included in the final result of a learner provide a fair and representative sampling of the specific outcomes covered in each learning area.
13. The assessment portfolio must reflect at least 5 different forms of assessment as indicated in the assessment guidelines for each learning area. The final rating of a learner's performance must be based on multiple measures of achievement, and the best of these collated in the learner's assessment portfolio for showcasing and moderation purposes.

EXTERNAL ASSESSMENT

14. The Assessment Policy for Grade R - 9 (Gazette 19640 of 1998) states that External Assessment should be designed, planned and administered by an examination body and will be undertaken at the end of grade 9.
15. External Assessment is conducted through Common Tasks for Assessment. These are designed to sample learner achievement in each learning area through tasks that encompass a range of appropriate and relevant assessment techniques and activities. The Common Tasks for Assessment will be designed, developed and set by the Department of Education in collaboration with the Provincial Departments of Education.
16. Common Tasks for Assessment have been developed for each learning area and should consist of various assessment activities. They are designed in such a way that they should be administered over a period of time and not as a once off event. Learners in Grade 9 must participate in these.
17. Common Tasks for Assessment must be administered at least once a year, during the fourth quarter. The administration of Section A must be infused into the routine schedule of the school, Section B constitute a formal examination.
18. The Department of Education will fulfil a co-ordinating, supportive and monitoring role.
19. Teachers should mark the Common Tasks for Assessment using the supplied marking guide or memoranda and officials of the provincial education department must monitor and moderate the marking.

20. Provincial Departments of Education should organise all the processes involved in the administration of the Common Tasks for Assessment.
21. Standardised Common Tasks for Assessment should be lodged in an item bank compiled and maintained by the Department of Education, and the Provincial Departments of Education should have access to the item bank. Teachers may use the items to evaluate their own classroom - based assessment.

VERIFICATION, STANDARDIZATION & MODERATION

22. The Assessment Policy for Grade R - 9 (Gazette 19640 of 1998) states that moderation should be carried out to ensure that appropriate standards are maintained in the assessment process. This will be done on a sample basis at the different levels of the system.
23. The Council for General and Further Education and Training Quality Assurance (UMALUSI) will attest to the standard, appropriateness and applicability of Continuous Assessment and the Common Tasks for Assessment.
24. Provincial Departments of Education must ensure that appropriate moderation procedures at school and district levels are in place to verify and moderate Continuous Assessment and the marking of the Common Tasks for Assessment.
25. The Common Tasks for Assessment will also serve as a validation tool for school-based assessment.

REPORTING AND RECORDING LEARNER ACHIEVEMENT

26. Records of learner achievement must track a learner's progress over the year. Various results of a range of assessment tasks must be recorded which should be used as a basis for reporting.
27. A marks-based system to record learner achievement shall be used, as teachers are familiar with the use of marks to indicate learning achievement. The marks must be converted to level descriptor codes for purposes of reporting to parents.
28. Learner achievement shall be reported through the attainments per learning area, and according to the following 4 level descriptor codes:

CODE	EXPLANATION	RESULT
1	1 - 34%	Not Achieved
2	35% - 39%	Partially Achieved
3	40% - 69%	Achieved
4	70% - 100%	Outstanding/ Excellent Achievement

REQUIREMENTS FOR PROMOTION

29. A learner will be promoted only if s/he has satisfied the achievement requirements for each of the 8 learning areas. These are as follows:
- a. At least an "achieved" rating in Language Literacy and Communication (LLC) (*a learner must offer at least two languages and obtain at least an achieved rating in one*) and Mathematics Literacy, Mathematics and Mathematical Sciences (MLMMS);

- b. At least a "partially achieved" rating in each of the remaining 6 learning areas *i.e. Natural Sciences, Technology, Life Orientation, Arts and Culture, Economic and Management Sciences & Human and Social Sciences*; and
- c. A minimum of two official languages of which one should be the language of learning and teaching.

REQUIREMENTS FOR CONDONATION

30. A learner may be condoned on two occasions, but must first meet the non-negotiable requirements mentioned below before any condonation could be considered:

- a. All 8 learning areas should be offered
- b. Two official languages should be offered

31. Provided that the learner offers all 8 learning areas including two official languages but does not meet all the other requirements for promotion, the following process will be followed to condone that learner:

a. FUNDAMENTAL LEARNING AREAS

A learner may be condoned if s/he obtains an "achieved" rating in one of the fundamental learning areas (*i.e. Language, Literacy and Communication and Mathematical Literacy, Mathematics and Mathematical Sciences*) and at least a "partially achieved" rating in the other

b. CORE LEARNING AREAS

A learner may be condoned if s/ he obtains a "partially achieved" rating in at least four of the other six learning areas

*i.e. Natural Sciences, Technology, Life Orientation, Arts and Culture,
Economic and Management Sciences & Human and Social Sciences.*

WHO SHOULD CONDONE THE LEARNERS?

32. Each school must have a condonation committee. The committee shall make recommendations on learners that qualify for condonation to the Circuit/District manager who may condone learners who qualify. This condonation should be indicated in the promotion schedule.

EXEMPTIONS

Immigrants

33. An immigrant learner that has been in the country for less than 3 years will be exempted from the two official languages requirement. This learner still has to offer two official languages but need to obtain an "achieved rating" in only one of these languages.

Deaf Learners

34. A deaf learner will be exempted from the two official languages requirement. However this learner still need to offer two languages (*South African Sign Language and one other official language OR two official languages in cases where Sign Language is not offered*) but is required to obtain an "achieved" rating in only one of these languages.

REPORTING LEARNER ACHIEVEMENT

35. At the end of Grade 9 learners will receive a report card reflecting their competences in each learning area. This should assist learners to enter Grade

10 in schools, Further Education and Training (FET) Colleges, or to pursue other learning pathways.

36. A report card should contain the following information:

1. Basic Information

- ✓ Name of school
- ✓ Name of learner
- ✓ Grade of learner
- ✓ Year and Term
- ✓ Date of issue
- ✓ Signature of educator
- ✓ Signature of principal
- ✓ Date of closing and opening of school
- ✓ School attendance profile
- ✓ Learning Area
- ✓ School stamp / Authentic School Letterhead / Unique report card number

2. Strengths and support needed

Give a description of the strengths, and developmental needs or areas of support of the learner in each of the Learning Areas. Use standard level descriptors to indicate the level of performance.

3. Comments on each Learning Area

Give comments on each Learning Area with special emphasis on learners who have exceeded the requirements or need additional support. These comments will allow parents, learners and educators to gain an understanding and knowledge of the strengths and weaknesses of each learner.

GLOSSARY

School-Based Assessment	Any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organised, controlled and managed by a school
Common Tasks for Assessment	A series of tasks that is intended to obtain information about a learner's demonstrated achievement. These tasks must cover a range of assessment activities e.g. practical / project / classroom / homework / oral / presentations / paper and pencil tests / etc.
Continuous Assessment	An ongoing process that measures a learner's achievement during the course of a grade or level, providing information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.
External Assessment	Any assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and coordinated by Provincial Education Departments and the Department of Education either collectively or individually
Moderation	The process of verifying results of School-Based Assessment and the External Assessment
Fundamental Learning Areas	These are Language, Literacy and Communication and Mathematical Literacy, Mathematics and Mathematical Sciences
Core Learning Areas	These are Natural Sciences, Technology, Life

	Orientation, Arts and Culture, Economic and Management Sciences & Human and Social Sciences
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