

PROGRESSION AND PROMOTION REQUIREMENTS FOR GRADES 1 – 9 AS FROM 2010

1. Progression in the Foundation Phase: (Grades 1 – 3)
(Rating Scale 1 – 4)

At least a rating code of 3 for the Literacy (Home Language or language of learning and teaching) and at least a rating code of 3 for the Numeracy learning programmes.

Rating Code	Description of Competence
4	Meritorious to outstanding achievement <i>(All aspects of all assessment standards achieved)</i>
3	Adequate to substantial achievement <i>(Key aspects of all assessment standards achieved)</i>
2	Moderate to adequate achievement <i>(At least half of the assessment standards achieved)</i>
1	Not achieved to elementary achievement <i>(A negligible number of assessment standards achieved)</i>

2. Progression in the Intermediate Phase: (Grades 4 – 6)
(Rating Scale 1 – 4)

At least a rating code of 3 for any three learning areas, one of which must be either the Home Language or the language of learning and teaching, AND at least a rating code of 2 for any three of the remaining learning areas, one of which must be Mathematics.

Rating Code	Description of Competence	%
4	Meritorious to outstanding achievement <i>(All aspects of all assessment standards achieved)</i>	70 – 100
3	Adequate to substantial achievement <i>(Key aspects of all assessment standards achieved)</i>	50 – 69
2	Moderate to adequate achievement <i>(At least half of the assessment standards achieved)</i>	35 – 49
1	Not achieved to elementary achievement <i>(A negligible number of assessment standards achieved)</i>	0 – 34

3. Senior Phase: Progression in Grades 7 and 8 and Promotion in Grade 9
(Rating Scale 1 – 7)

At least a rating code of 4 for any three learning areas, one of which must be Home Language or the language of learning and teaching, AND at least a rating code of 3 for any three of the remaining learning areas, one of which must be Mathematics.

Rating	Description of Competence		%
7	Outstanding achievement	All aspects of all assessment standards attained	80 – 100
6	Meritorious achievement	Almost all aspects of all assessment standards attained	70 – 79
5	Substantial achievement	Key aspects of all assessment standards achieved	60 – 69
4	Adequate achievement	Key aspects of most assessment standards achieved	50 – 59
3	Moderate achievement	At least half the assessment standards achieved	40 – 49
2	Elementary achievement	A negligible number of assessment standards achieved	30 – 39
1	Not achieved	No achievement	0 – 29

