



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL POLICY PERTAINING TO THE CONDUCT, ADMINISTRATION
AND MANAGEMENT OF THE [ASSESSMENT] SENIOR CERTIFICATE
EXAMINATION**

National policy on the conduct, administration and management of the assessment of the Senior Certificate, published by means of *Government Notice No. 1081* in *Government Gazette No. 26789* of 17 September 2004 and amended as:

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DEFINITIONS

[Any definition that is contained in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* will be applicable to this policy document and will have the same meaning, unless a different meaning is attached through the context.]

In this policy, any word or expression to which meaning has been assigned in the Act, shall have the meaning so assigned to it, unless the content indicates otherwise.

“**act of dishonesty**” – means candidates engaging in dishonest acts during the examination process which include acts that are identified before the commencement of the examination, as well as acts that are identified while the examination question paper is being written or after the examination is written. This also includes knowingly making a false statement in respect of the authenticity of a particular component of the internal assessment in a subject, or the internal assessment for the subject as a whole;

“**act of misconduct**” - means misbehaving, creating a disturbance or wilfully disobeying legitimate instructions, which may have an adverse effect on the examination process or the outcome of the examination;

“**administrative errors or omissions**” - an examination error that is of a technical nature, where the candidate or an examination official unintentionally fails to follow the prescribed administrative procedure, thereby resulting in something being left out, not done or neglected and the candidate may be advantaged or disadvantaged by this error or omission;

“assessment body” – [a department of education or any other body registered with the Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment] means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;

“assessment irregularity” - means any error, act or omission, or any alleged event, act or omission, which may undermine or threaten to undermine the integrity, credibility, security or the fairness of the examination and assessment process;

[Assessment Process includes the total process of assessment that commences with the registration of candidates, the setting of the question papers, moderation, the security and integrity of such assessment, internal and external, the marking and processing of results and the certification thereof and relates with any action therewith.]

“assessment task” – means a structured assessment activity designed by the teacher, or the assessment body and used by teachers and learners to determine the performance of learners in a subject, grade or in specific content area;

“candidate” – [a person or learner who has entered for an assessment activity.] means a learner who has enrolled for the Senior Certificate programme and who has registered for the Senior Certificate final examinations;

“certification” - means the formal recognition of a qualification or part qualification awarded to a successful learner;

[Certificate of Complete Exemption “certificate of complete exemption” means a certificate issued by the Committee of University Principals (SAUVCA) in terms of the provisions of the matriculation endorsement and exemption regulations as published in Government Notice 1226 of 1 December 2000, and amended by Government Notice 1001 of 12 October 2001, Government Notice 1272 of 11 October 2002 and Government Notice 1354 of 26 September 2003, admitting a candidate to first bachelor's degree study at a South African university without any conditions or limitations.]

[Certificate of Conditional Exemption"certificate of conditional exemption" means a certificate issued by the Committee of University Principals (SAUVCA) in terms of the provisions of the matriculation endorsement and exemption regulations as published in Government Notice 1226 of 1 December 2000, and amended by Government Notice 1001 of 12 October 2001, Government Notice 1272 of 11 October 2002 and Government Notice 1354 of 26 September 2003, admitting a candidate to first bachelor's degree study at a South African university, subject to specified conditions and for a specified period.]

“chief examiner” – [is a person responsible for the setting, translation, editing and final proof-reading of a national or provincial external question paper, memoranda and other assessment material as may be applicable. The Chief Examiner has overall responsibility for the final marking of the external question paper appointed for. This definition also includes Chief Marker. Chief Executive Officerrefers to the chief executive head of Umalusi, the Council for General and Further Education and Training Quality Assurance.]
means a person who manages the process of setting the examination

question paper and takes responsibility for the quality and standard of the examination question paper;

“Chief Executive Officer” - means the Chief Executive Officer, contemplated in section 11 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);

“chief invigilator” – [is] means the Principal of a registered assessment centre or another person specifically appointed in that capacity who is accountable and responsible for the administration of the examination of the Senior Certificate and other related assessment matters, at the assessment centre;

“chief marker” – [is the person] means [a] the person responsible for the marking of an external examination question paper, written under the auspices of an assessment body accredited by Umalusi;

“Department of Basic Education” - means the national department responsible for basic education;

“deputy chief marker” – [is] means [the] a person [assisting the Chief Examiner with the translation, editing and final proof-reading of a national or provincial external question paper, memoranda and other assessment material as may be applicable. The Deputy Chief Examiner, together with the Chief Examiner, is responsible for the final marking of such external question paper] who assists the chief marker with the final marking of an external examination question paper;
[Deputy Chief Marker is the person who assists the Chief Marker with the final marking of an external question paper.]

“District Assessment Irregularities Committee (DAIC)” - means the District Assessment Irregularities Committee, established by the Provincial Head of Department, to coordinate the handling of examination and internal assessment irregularities at a district level;

“education department” - means a department as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“embargo” – means a ban on the release of information for a given period, or that the information must be kept secret;

“Examination” - means **[a component of the assessment process and refers to the culmination of the summative assessment process when learners in Grade 12 are subjected to a final sitting at the end of the academic year]** the external Senior Certificate examination;

“examination centre” - means a centre registered by an assessment body;

“examination irregularity” - means any error, act or omission, or any alleged event, act or omission, which may undermine or threaten to undermine the integrity, credibility, security or the fairness of the examination process;

“examination process” - means, but is not limited to, the complete process relating to the registration of candidates, the setting and moderation of the examination question papers, the transportation and storage of examination material, the security of all examination material, the marking of examination answer scripts, the processing of results, the issuing of results and the certification of these results;

[Full-time candidate is a learner who has enrolled for tuition and who offers a Senior Certificate in a full-time capacity at a public or independent school or any other registered institution and who presents six (6) subjects in terms of the Senior Certificate. Such a candidate must fulfil all internal assessment requirements, including oral and practical requirements where applicable.]

[Grade means that part of an educational programme, which a learner may complete in one school year, or any other education programme, which the Member of the Executive Council (MEC) may deem to be equivalent thereto.]

[Hard Copy is a paper copy of an external question paper or memorandum or any other assessment material.]

“Head of Department” – [refers to the Head of an education department] as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“Head of an assessment body” - means the Director-General of the Department of Basic Education, the Head of a Provincial Education Department or the Head of an independent assessment body;

[Head of the Institution refers to the educator appointed as Principal or acting as principal of a school or the head of any other registered learning institution.]

“immediate family” - means father, mother, brother, sister, grandparents, husband, wife, legal partner, children, guardians, main care-givers and foster parents;

“imposter” - means any person who writes or attempts to write the examination illegally on behalf of a candidate;

[Independent School or Learning Institution is in terms of the South African Schools Act, 1996 (Act. No. 84 of 1996) as amended and the Further Education and Training Act, 1998 (Act No. 98 of 1998), a school or learning institution or distance learning college not registered as a public school or Adult Basic Education and Training (ABET) centre at a provincial education department. Such school or institution may or may not participate in assessment under the auspices of a provincial education department as assessment body.]

[Internal Assessment means any assessment conducted by the provider, the outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment that form part of the final assessment.]

“investigation” - means the investigation contemplated in *Paragraph 39*;

“invigilator” – [is a person duly appointed and responsible for the conduct of an examination or related examination activity at the assessment centre. Invigilators would be educators or reputable members of the community] means any person appointed to assist the chief invigilator with the conducting of an examination-related activity at the examination centre;

“Language of learning and teaching” – means in this context the language preferred by the candidate in which the final examination question papers must be printed;

“learner” – [refers to any person, including part-time learners, receiving education at a public or independent school or learning institution.] as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“learner who experiences barriers to learning” – means any learner who has difficulties in accessing the curriculum due to factors that prevent learners from learning and/or progressing in their learning;

[“Learning site” - means the environment or location where learners are given the opportunity to access the learning programme.]

“marker” – [is the] means a person who is appointed to mark an examination answer script;

“marking centre manager” - means an official appointed to be responsible for the management and administration of a marking centre;

[Matriculation Endorsement "matriculation endorsement" means the effecting of an endorsement by the Council for Quality Assurance in General and Further Education and Training (Umalusi) in terms of the provisions of the Section 16(7) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) and the provisions of the matriculation endorsement and exemption regulations published in Government Notice 1226 of 1 December 2000, and amended by Government Notice 1001 of 12 October 2001,

Government Notice 1272 of 11 October 2002 and Government Notice 1354 of 26 September 2003, that a Senior Certificate candidate has satisfied the requirements for matriculation endorsement.]

“MEC” – [the member of the Provincial Executive Council responsible for Education] means a Member of the Executive Council, contemplated in section 1 of the South African Schools Act, 1996 (Act No. 84 of 1996);

“moderation” - means moderation as defined in section 1 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001);

“moderator” - means a person, as defined in section 1 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001);

“National Examination Board (NEB)” - means the advisory body, established by the Minister of Basic Education, to advise the Minister on all matters relating to examinations and assessment;

“National Examinations Irregularities Committee (NEIC)” - means the body established by the Minister of Basic Education, to coordinate the handling of irregularities identified during i examinations;

“parent” - as defined in the South African Schools Act, 1996 (Act No. 84 of 1996);

[Part-time candidate is a person who does not attend and receive any full-time tuition.]

“Personnel Administration Measures (PAM)” – means measures [is the policy document which outlines and] that govern the remuneration and other service conditions of educators employed in terms of the Employment of Educators Act, 1998 (Act No. 76 of 1998);

“Provider” - means a body as contemplated in section 1 of the *General and Further Education and Training Quality Assurance Act (No. 58 of 2001)*;

“Provincial Education Department” - means an education department, contemplated in *Section 1 of the Employment of Educators Act, 1998 (Act No. 76 of 1998)*;

“Provincial Examinations Board” - means the advisory body, established by the MEC in the province, to advise the MEC on all matters relating to examinations and assessment;

“Provincial Examinations Irregularities Committee (PEIC)” - means the body contemplated in *Paragraph 47*;

“Registration Centre” refers to the place as identified by the assessment body where the candidate is registered to sit for the Senior Certificate examination;

“SACE” - means the South African Council for Educators [is] which in terms of the *Employment of Educators’ Act, 1998 (Act No. 76 of 1998)* is a statutory body;

[School or Learning Institution] is the environment or location where learners receive the opportunity to access learning programmes. A

public or independent school or learning institution may enroll learners in one or more grades between Grade R and Grade 12 or in any combination thereof.]

“Senior Certificate” - [is] means [the current] a certificate that is awarded [as a final exit qualification at the end of Grade 12] to adult and out-of-school candidates who have complied with national education policy as stipulated in the policy document, A *Résumé* of [instructional programmes in schools] subjects for the Senior Certificate, Report 550 [(2001/08)].

“senior marker” - [The person who, together with the Chief Marker or Deputy Chief Marker, takes responsibility for a group of markers of an external question paper at a marking centre] means a person who assists the chief marker in the marking process and who takes responsibility for a group of markers at the marking centre;

“service contract” – [is a binding and legal agreement between a provincial education department as assessment body and an Independent School or Learning Institution or a college for distance education to be registered as an assessment centre in respect of the administration, running and management of an examination or other assessment activities as may be required] means an agreement between a Provincial Education Department and an independent institution/examination centre that desires to write examinations administered by a provincial assessment body;

[Stakeholder refers to an organisation or body or member of the public with a direct and continuing interest in the education or training institution, programme, phase or sector in question.]

[Subject Grade refers to the level of complexity (i.e. the breadth, depth, and scope) at which a particular subject is offered for the Senior Certificate. Currently there are two grades at which a subject may be offered, namely Higher and Standard Grade. Unsuccessful results obtained at Standard Grade in Grade 12 may, however, be converted to Lower Grade.]

“Umalusi” – [Umalusi, the Council for General and Further Education and Training Quality Assurance established in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)] means the Council, contemplated in section 1 of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*:

“Venue Manager” – [is] means the official appointed to be in charge of a Marking Centre.

CHAPTER 1

INTRODUCTION

1. General

[In meeting the challenges of reforming education and training, the government has committed itself to a paradigm shift in the education and training system, underpinned by the following principles:

- **An integrated approach to education and training;**
- **Lifelong learning;**
- **Equity and redress;**
- **Accountability and transparency;**
- **Responsiveness and relevance;**
- **Diversity;**
- **Quality and efficiency; and**
- **Credibility.**

The above paradigm shift in education policy also encompasses a shift from a mainly content-based approach towards an outcomes-based (OBE) approach, and from an examination-driven approach to an assessment approach. In view of this, the current Senior Certificate and its associated policy documents do not meet this requirement.]

(1) Section 3(4)(l) of the National Education Policy Act, 1996 (No. 27 of 1996) makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and

education programmes, learning standards, examinations and the certification of qualifications. This provision is subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

(2) This policy document-

- (a) forms the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996) which is applicable to public and independent schools.
- (b) provides the necessary policy support for developing, organising, structuring and implementing an assessment framework for the Senior Certificate; and
- (c) is aimed at quality assurance and must be read in conjunction with the policy document, A *Résumé* of subjects for the Senior Certificate, Report 550.

(3) National policy on assessment is also contained in the following policy documents and all assessment bodies responsible for the conduct, administration and management of the Senior Certificate examination must comply with the prescriptions as set out in these documents-

- (a) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;

- (b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*
and
(c) Directives issued by Umalusi.

2. **Assessment**

Assessment refers to gathering evidence to make a judgment or describe the status of learning of an individual or group. Assessment should be linked to learning, teaching and not be viewed - or used - in isolation. The main aim of assessment, is not simply to judge the outcome of learning, but to provide a supportive and positive mechanism that helps learners to improve their learning and teachers to improve their teaching and thereby to contribute to the efficiency of the learning and teaching programme.

The approach to authentic assessment is inclusive and also creates equal opportunities for all learners, including learners who experience barriers to learning. In line with Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System, assessment must create the conditions for a true reflection of the actual academic abilities of learners irrespective of the barriers which they experience.

[Examination is a sub-component of assessment and will be conducted at the end of the year for Grades 10 - 12. The purpose of these examinations is to provide reliable and fair measures of the achievements of learners in the subjects offered. Each examination is designed to address the learning outcomes, assessment standards and content competencies of the subject and to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand and can do at the time of the examination.]

The purpose of external examinations is to provide reliable and fair measures of the achievements of learners across the country in the subjects offered.

[3. Policy documents

(1) The two relevant Senior Certificate documents, namely *A résumé of instructional programmes in schools, Report 550 (2001/08)* and the *National Policy on the Conduct of the Senior Certificate examinations (Government Gazette, Vol. 409, No. 20280 of 9 June 1999)* focus on the administration and management of the Senior Certificate.

(2) Furthermore, the two above-mentioned policy documents should also be amended in terms of the most recent legislation in this field, namely the:

(a) *The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the roles of the relevant applicable bodies and emphasises quality assurance instead of certification; and

(b) *Section 61 of the South African Schools Act, 1996 (Act No. 84 of 1996)* as amended, allowing the Minister to make regulations on:

(i) A national curriculum statement applicable to public and independent schools by setting minimum outcomes and standards;

(ii) A national process and procedures for the assessment of learner achievement in public and independent schools; and

(iii) A national process for the assessment, monitoring and evaluation of education in public and independent schools.

(3) Considering the above, *the National Policy on the Conduct of the Senior Certificate examinations (Government Gazette, Vol. 409, No. 20280 of 9 June 1999)* will be replaced by this document that has been developed with the aim of ensuring the necessary policy support for the Senior Certificate examinations for the catering of part-time learners during the transitional phase of the Certificate.]

**[CHAPTER 2
THE PURPOSE OF THIS DOCUMENT]**

[4. General

The function of the Minister of Education is to set norms and standards on the Senior Certificate. The policy is set on norms and standards to which all assessment bodies give effect. Guidance will be given to exercise these functions ascribed to by law.

If the assessment of the Senior Certificate has to be quality assured, there has to be a clear policy against which the monitoring process can be executed. In this regard this document provides the necessary policy support and assistance in developing, organising, structuring and implementing an assessment framework to maintain the Senior Certificate.

The document will furthermore focus on assessment policy for both internal assessment (site-based assessment), conducted at the applicable site and which includes a variety of assessment methods, and assessment that is conducted primarily by an external body.

The document also provides rules and conditions relating to the conduct and administration of the final examination. This will serve to govern the rights and privileges of all persons involved in the assessment process, which include all officials who are involved in the administration of the assessment, candidates, parents and institutions that require assessment results.

This policy document is aimed at quality assurance and must therefore be read in conjunction with the policy document, *A résumé of instructional programmes in schools*, Report 550 (2001/08).]

[5. Supporting legislation

The document is also underpinned by *Section 3(4)(l) of the National Education Policy Act, 1996 (No. 27 of 1996)* which makes provision for the determination of national education policy regarding curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.]

[6. Supporting policy documents and regulations

National policy on assessment is also contained in the following policy documents and all assessment bodies must comply with the prescriptions as set out in these documents:

- (1) *Formal Technical College Instructional Programmes in the RSA, Report 191 (2001/08);***
- (2) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001);* and**
- (3) *Matriculation Endorsement and Exemption Regulations, Government Gazette, Vol. 426, No. 21805 of 1 December 2000, as amended in Government Gazettes, Vol. 448, No. 23900 of 11 October 2002 and No. 25506 of 26 September 2003.***
- (4) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework which guides the transformation of practices related to examinations and assessment in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning.]**

CHAPTER [3] 2

FUNCTIONS ACCORDED TO VARIOUS QUALITY ASSURANCE AND ASSESSMENT BODIES

[7. Functions of assessment bodies

Section 16 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) stipulates the following bodies to be involved with quality assurance and assessment:

- (a) South African Qualifications Authority (SAQA);
- (b) General and Further Education and Training Quality Assurance Council (Umalusi);
- (c) Department of Education;
- (d) Public providers;
- (e) Independent providers;
- (f) Assessment bodies; and
- (g) South African Universities Vice-Chancellors' Association (SAUVCA), statutorily known as the Committee of Principals and for the purpose of this document the meaning of these bodies will be the same as stated in the Act.]

2A. Bodies involved in quality assurance or assessment of the Senior Certificate

The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) lists the following bodies to be involved with quality assurance or assessment of the Senior Certificate-

- (1) Umalusi, the Quality Council for General and Further and Education and Training must in terms of section 27(i) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008)-

 - (a) develop and implement policy for quality assurance;
 - (b) ensure the integrity and credibility of quality assurance; and
 - (c) ensure that such quality assurance as is necessary for the General and Further Education and Training sub-framework is undertaken.

- (2) Provincial Education Departments are responsible for the administration of the Senior Certificate examination.

- (3) assessment bodies accredited by Umalusi in terms of section 17A(2)(a) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) as assessment bodies, are responsible for the conduct, administration and management of the Senior Certificate examination for schools registered with these assessment bodies.

[CHAPTER 4

CONDUCT OF INTERNAL ASSESSMENT]

- [8. General requirements: Norms and Standards**
- (1) An internal assessment mark based on site-based assessment is a compulsory component of the final promotion mark for all full-time candidates registered for a Senior Certificate.**
 - (2) No full-time candidate presenting a subject listed in national policy at any grade for the Senior Certificate is excluded from the requirements of internal assessment practice.**
 - (3) The compilation of the internal assessment mark is not applicable to part-time candidates.**
 - (4) Full-time candidates presenting more than six (6) subjects for the Senior Certificate must fulfil all the requirements in respect of internal assessment for each additional subject.**
 - (a) Each full-time candidate wanting to present a seventh and/or additional subject(s) for the Senior Certificate must obtain permission to do so from the Head of Department or his or her nominee and must comply with all internal assessment requirements.**
 - (b) Full-time learners who wish to enroll for an elective or additional electives for the Senior Certificate, presented at a school or institution other than the school or institution where the candidate is registered for the full Senior Certificate, must have the approval of the Heads of both institutions and such candidates must be internally**

assessed.

(c) The centre of registration is that centre where the candidate is registered for the full Senior Certificate, and the Principal of such centre remains responsible for the reporting of the internal assessment mark of the candidate to the assessment body. It is the responsibility of the institution offering the subject or additional subjects to ensure that internal assessment results are forwarded to the institution where the candidate is registered.

(5) The internal assessment mark for continuous assessment must count 25% and, where applicable, the performance assessment (practical) component must count a further 25% towards the final promotion mark or any other percentage determined from time to time. The relative weighting of the internal assessment mark towards the final promotion mark should be determined by national policy.

(6) The absence of an internal assessment mark in any subject will result in the candidate registered for that particular subject receiving an “incomplete” result.]

[9. Compilation of the internal assessment mark: Norms and Standards

(1) The compilation of the internal assessment mark must be done in accordance with the requirements of the applicable provincial internal assessment policy document. The provincial internal assessment policy document for each subject must take into account, and be based, on the National Guideline Document for the implementation of internal assessment.

(2) All directives issued by the Council for Quality Assurance in General and Further Education and Training (Umalusi) in

respect of internal assessment must be strictly adhered to.

(3) The provincial internal assessment policy document for each subject must contain an explanation of the different components comprising the internal assessment mark, minimum requirements for each component in terms of frequency and nature and the relative weighting of each component in relation to the final internal assessment mark. Other conditions, as may be set, must also be adhered to.

(4) With a view to ensuring some degree of control and promoting the authenticity of internal assessment practice, some components of the internal assessment mark may be administered in a controlled environment.

(5) Learner portfolio:

(a) The learner portfolio must be a collection of the learner's work that was used to compile his or her internal assessment mark.

(b) Every learner must submit a portfolio per subject.

(c) The portfolio must contain all evidence used to calculate the learner's internal assessment mark in the subject.

(d) A portfolio must:

(ii) Consist of five assessment components. The mark for each component will be derived from one or more assessment tasks (e.g. two tests and the preparatory assessment are equal to one component, i.e. formal testing);

(iii) Provide evidence for moderation;

- (iv) Contain a range of assessment methods, including not more than one component of formal testing;**
 - (v) Utilise methods chosen to accommodate assessment of learning outcomes and to show competency; and**
 - (vi) Show progression in that assessment must provide evidence of the teaching and learning towards the attainment of the learning outcomes throughout the year.**
- (e) All work must be evaluated, checked and authenticated before being taken up into the learner portfolio.**

(6) Educator portfolio:

- (a) The educator portfolio must be a full and complete record of the interaction between the educator and learner in the particular subject.**
- (f) Educators must submit a portfolio for every subject taught in respect of the Senior Certificate.**
- (g) Failure to submit a portfolio must constitute an act of misconduct and will be dealt with in accordance with the Employment of Educators' Act, 1998 (Act No. 76 of 1998).**
- (h) Where two or more educators are responsible for the teaching of the same subject, each educator must present a separate portfolio.**
- (i) The educator portfolio must be available when monitoring and**
- (j) moderation, at whatever level, take place.**

- (7) Where the learner fails to comply with the minimum requirements of any component of the internal assessment mark, the following must apply:**

In the event of a valid reason for compliance failure, the learner should be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal assessment mark will not be taken into consideration.

“Valid reason”, in this context, constitutes the following:

- (a) Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;**
 - (b) Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;**
 - (c) The learner appearing in a court hearing; supported by written evidence; or**
 - (d) Any other reason as may be declared valid by the Head of Department or his or her nominee.**
- (8) Learners must be reminded that the fabrication of evidence constitutes fraud.**
- (9) In the event of a learner failing to comply with the internal assessment requirements of a particular subject on the basis of valid reasons, evidence of such valid reasons must be included in the learner portfolio for that subject.**
- (10) Where the learner does not comply with the minimum requirements of internal assessment for a subject without a valid reason, a “0” (nought) is recorded and 0 is used in the compilation of the mark for the particular component of internal assessment as a whole (Annexure A).**

(11) A distinction must be made between the use of nought (0) in the event of a candidate not complying with the minimum requirements of internal assessment for a subject without a valid reason and a candidate not complying with the minimum requirements of internal assessment for a subject on the basis of a valid reason. This distinction has an impact on the calculation of the candidate's final mark in respect of internal assessment.

(12) Where the subject educator does not comply with the minimum requirements for internal assessment in the subject he or she is responsible for, and learners may be disadvantaged through no fault of their own, this constitutes an act of misconduct and must be dealt with in accordance with the provisions of the Employment of Educators' Act. Such learners will be accommodated in terms of fair administrative practice and marks adjusted appropriately.]

[10. Monitoring and moderation of internal assessment: Norms and Standards

(1) All internal assessment marks must be subjected to internal and external monitoring and moderation, as well as statistical moderation.

(2) Monitoring is the process of determining whether the minimum requirements for internal assessment in a particular subject, in terms of components and frequency, have been adequately met.

(3) Moderation is the process of adjudging whether minimum requirements of internal assessment in a particular subject, in terms of quality and standard, have been met adequately.

- (4) Independent schools, learning institutions and distance learning centres, preparing candidates for the Senior Certificate as administered by a provincial education department, must be registered as assessment centres with that provincial education department and must adhere to, and be subjected to, all monitoring and moderation procedures, regulations or other requirements.**
- (5) All directives issued by Umalusi in respect of monitoring or moderation must be strictly adhered to.**
- (6) Directives aimed at the provisioning of assistance to educators in ensuring greater authenticity to internal assessment may be issued by a provincial education department, as assessment body, as schedules or annexures to this policy.]**

CHAPTER [5] 3

[LEARNERS] CANDIDATES TO BE ASSESSED

11. Admission: General: Minimum Norms and Standards

[Public and independent providers as well as] assessment bodies must ensure that [full-time and part-time] The following learners may enroll for the Senior Certificate - [To facilitate the process of policy formulation on assessment and related matters a provincial assessment body could be assisted by a provincial assessment board that would have an oversight role over all assessment processes in the province. A guideline to establish such an assessment board is contained in (Annexure B). All assessment bodies must comply with all requirements stated in this document.]

12. [Admission of a candidate] Entrance Requirements: Minimum Norms and Standards

[(1) Full-time candidate

A full-time candidate who enters for the final examination must comply with the following requirements:

- (a) Enrolment for tuition as a full-time learner at a public/independent school or any other registered institution, offering a Senior Certificate course of study;
- (b) Enrolment for a Senior Certificate course of study that will be completed prior to the date of commencement of the examination;

- (c) **Enrolment for six or more Senior Certificate subjects; and**
 - (d) **Compliance with all internal assessment and oral and practical requirements where applicable.**
- (2) **A candidate may be enrolled at an institution as a full-time learner but may offer fewer than six subjects (Senior Certificate) (e.g. Finishing Schools). Such a learner, by virtue of his/her full-time attendance, shall fulfill all requirements of a full-time candidate in the subjects he/she is entering, in terms of continuous assessment and performance (practical) assessment.**
- (3) **To qualify for matriculation endorsement, full-time candidates for the Senior Certificate must, in accordance with the matriculation endorsement requirements as stipulated in the *Matriculation Endorsement and Exemption Regulations, Government Gazette, Vol. 426, No. 21805 of 1 December 2000*, as amended in *Government Gazettes, Vol. 436, No. 22731 of 12 October 2001, Vol. 448, No. 23900 of 11 October 2002* and *Vol. 459, No. 25506 of 26 September 2003*, enter for at least six subjects at one and the same examination sitting. An examination sitting refers to the May/June examination sitting only. For the November 2007 cohort of full-time learners the last supplementary examination sitting, will be May/June 2008.**
- (4) **The entry of a full-time candidate who is registered at a public school and who does not attend school after registering for the final examination with sufficient regularity to complete the learning programmes and all internal assessment requirements may be cancelled unless the Head of Department is satisfied that candidate has valid reasons for not attending school. Such a candidate may be admitted to all assessment including the**

final examination.

- (5) A part-time candidate who registers for a Senior Certificate may enter for one or more subjects at each examination sitting, provided that he or she must have registered and sat for the Senior Certificate examination previously to qualify for registration in this 2008 May/June examination and/or subsequent May/June examinations.**
- (6) An unsuccessful full-time candidate who passed at 40% or better in a minimum of three recognised subjects at a sitting:**
 - (a) Is deemed to have sat as a part-time candidate for the purpose of this paragraph;**
 - (b) May retain credit for the subject or subjects he or she passed at 40% or better; and**
 - (c) Will, where necessary, be deemed to have met the subminimum requirement of 20% in the sixth subject in one of the two examination sittings if he or she obtained more than 20% for the sixth subject in this sitting.**
- (7) Grade 11 public and independent school candidates who wish to enroll for the Senior Certificate assessment in certain subjects as private/part-time candidates with the intention of obtaining a Senior Certificate with more than the minimum of six subjects, will be allowed to do so subject to the following conditions:**
 - (a) This practice will be allowed to continue until the October/November 2004 Senior Certificate examinations when it will be terminated.**
 - (d) The 2004 Grade 11 cohort will be the last group of learners who will be allowed to be assessed in the Senior Certificate**

examinations in their Grade 11 year.

- (e) Once the NCS Grades 10 - 12 (General) has been implemented, learners enrolled for this curriculum will have to attain all the outcomes from Grade 10 - 12 in the selected programme. Considering this, Senior Certificate learners enrolling in 2004 for Grade 10 will also be compelled to complete the full Grade 10 - 12 programme for each subject enrolled to be examined in the 2005 final Senior Certificate examination and may therefore only be examined in the subjects offered in Grades 10, 11 and 12.
- (f) In 2004 candidates will only be allowed to be assessed in the subjects in Grade 11 that are additional to the six subjects to be assessed in the Grade 12 year.
- (g) Provincial education departments have to be informed by the schools when 2004 Grade 11 candidates offer Senior Certificate subjects as private/part-time candidates.
- (h) When the 2004 Grade 11 candidate offers his/her Senior Certificate subjects in his/her Grade 12 year, the candidate is entered as a full-time candidate.
- (i) The part-time results and the full-time results may be combined.
- (j) The part-time and full-time results may be combined at the request of the learner after the resulting process indicating the date of the assessment sitting.
- (k) The part-time results cannot be taken into account for aggregate purposes.

(8) For matriculation endorsement requirement purposes part-time Senior Certificate candidates are required to obtain the minimum promotion requirements in at least two Higher Grade subjects selected from at least two groups at one sitting, and satisfy the other requirements for endorsement at two sittings, in order to obtain a matriculation endorsement. This implies that a candidate can obtain the minimum promotion requirements in one, two or more subjects at one sitting, provided all other endorsement requirements are satisfied in the second sitting.]

- (a) Adult learners who are 21 years and older who have-
 - (i) a General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET); or
 - (ii) a Grade 9 school report, stating that they have passed Grade 9; or
 - (iii) a recognised equivalent qualification obtained at NQF Level 1 which requires two official languages.

- (b) Adult learners who are 21 years and older with an incomplete Senior Certificate qualification in the year of the Senior Certificate examination;

- (c) out of school youth 18-21 years old who could not complete their school education and could not be accommodated longer in the school system due to special circumstances as verified by the Head of Department; and

- (d) adult learners who are 21 years and older with an incomplete Senior Certificate and whose School-Based Assessment component has expired.

13. Entries: Minimum Norms and Standards

- (1) To be examined a candidate must register with an assessment body before the prescribed date.
- (2) No candidate is permitted to change **[the grade on which he/she will offer]** a subject after the due date for submission of final entries. Should a candidate change **[grade]** a subject after the final submission date, (i.e. at the assessment centre) such a change will constitute an irregularity and will therefore be dealt with as an irregularity.
- [(3) The candidate and his/her parents/guardian will have the final right to decide the grade on which the candidate will be assessed in a particular subject.]**
- [(4) All learners attending public schools should be obliged to be examined in the Senior Certificate examination of the relevant provincial department of education, except in cases where the subject offered by the learner is not assessed by the provincial department of education.]**
- (5) [The common deadline for the registration of **part-time** Senior Certificate candidates should be] The closing date for registration must be done annually on or before 30 September prior to the year of examination. No registrations should be accepted after this date unless there are exceptional circumstances and the Head of Department or his or her representative approves such registration based on exceptional circumstance.
- (6) Entry forms for **[part-time]** Senior Certificate candidates must be made available by the assessment body. **[The common deadline for the registration of candidates should be 15 March of the year**

of the examination.]

- (7) The accurate capture of the registration details of the candidate is fundamental to the processing of the candidate's final results and therefore assessment bodies must ensure that candidates' information is accurately captured. The information furnished on the entry forms must be processed and sent to assessment centres for checking prior to the assessment date. At this stage only corrections should be made. Each province should determine the format of the entry form and the detailed procedure to be followed in the registration of candidates.

[(8) Assessment bodies must ensure that candidates are placed on the appropriate subject grades.]

- (9) Transfer of candidates from one province to the other must be mutually agreed upon by the assessment bodies concerned. If no mutual agreement is obtained, the matter must be referred to the **[Minister]** Head of Department for intervention.

- (10) In respect of unregistered learners who present themselves for an examination the following will apply-

(a) Learners must be informed well in advance that unregistered candidates will not be **[assessed internally or]** permitted to undertake the final examination

(b) In cases where the non-registration of candidates can be attributed to an error or omission by the Head of the **[Institution]** assessment body or any other official, the candidates must be allowed to undertake the examination and thereafter the cases must be handled as a technical irregularity.

- (11) The **[2010]** 2015 Senior Certificate examination will be conducted in terms of a revised list of subjects as contemplated in paragraph

[20] 6 and listed in Annexure D of the policy document, A *Résumé* of **[instructional programmes in schools]** of subjects for the Senior Certificate, Report 550 **[(2005/09)]**, published in *Government Gazette No. [28159] 37902* of **[25 October 2005]** 11 August 2011.

14. Entries: Guidelines

[(1) Candidates should be provided with appropriate advice and guidance with regard to grade choices at school and this should commence in the Grade 10 year.]

(2) The Head of the **[Institution]** assessment body may recommend to the **[Provincial]** Head of Department the cancellation of an entry of a candidate after the entry has been accepted, if the candidate **[is irregular in attendance and/or]** has committed a serious misdemeanour. The **[Provincial]** Head of Department's **[must apply his or her mind to the circumstance and his or her]** decision is final.

15 Fees: Minimum Norms and Standards

[(1) The Minister of Education, after consultation with the Members of the Executive Councils (MECs), may also levy fees for the assessment process, in particular with regard to candidates at independent institutions. In such cases the institution will be responsible for payment of such fees to the assessment body.]

[(2) The Minister may also, after consultation with the Members of the Executive Councils (MECs), levy a fee for the re-marking of scripts. If the re-marking process results in an improvement of the symbol obtained by the candidate, the fee must be refunded to the candidate.]

- (1) The Director-General of the Department of Basic Education, following consultation with the Heads of Education Departments' Committee (HEDCOM), may determine fees for candidates writing the Public Senior Certificate examination, regarding the following-
- (a) viewing of examination answer scripts;
 - (b) the re-checking of examination answer scripts;
 - (c) the re-marking of examination answer scripts. The fees must be refunded to the candidate if the re-marking results in an improvement of the rating scale;
 - (d) verification of qualifications other than those verified by Umalusi; and
 - (e) issuing of a replacement of a statement of results.
- (2) A candidate may appeal to the Member of the Executive Council against a decision by the Head of Department regarding non-exemption from payment of such fees.
- (3) An independent assessment body may determine its own fees.

16. Assessment manual: Norms and Standards

Assessment bodies must develop an assessment manual, which must be approved by the Head of Department **[in the province]**. All assessment bodies must be provided with a manual on the conduct of the assessment processes. The manual must at least address the following issues-

- (a) Subjects that will be examined;
- (b) The number of question papers per subject;
- (c) The format of question papers;

- (d) The duration of question papers;
- (e) Mark allocation; and
- (f) Differentiation.

17. Language Medium related to the examination question paper:

Norms and Standards

- (1) Question papers must be set in the language of [instruction] Language of Learning and Teaching (LoLT). Unless otherwise directed in the question paper, candidates must answer all questions in the language of instruction applicable to the candidate.
- (2) Questions in other languages must be answered in the language specified by the assessment body.

[18 Internal Assessment, Orals, Practical Work, Assignments and Projects: Norms and Standards

- (1) Internal assessment, oral work, practical work and assignments, if prescribed by the assessment requirements, must be assessed and hence form part of the assessment.**
- (2) The composition of the internal assessment, oral or practical mark and the method of assessment must be clearly outlined to learning centres through directives given by Umalusi. It is the responsibility of the assessment bodies to ensure that all educators comply with the method of assessment of oral/practical work.**
- (3) The internal assessment, oral, practical and the year mark must be subjected to a moderation mechanism put in place**

by the assessment body and the Umalusi standardisation process. The moderators must agree upon clear and detailed guidelines before they undertake the moderation process so as to ensure that uniformity of standards is maintained.

- (4) The combination of the internal assessment component must not exceed 25%, or 50% in the case of subjects with a performance assessment component.]

[19 Internal Assessment, Orals, Practical Work, Assignments and Projects: Guidelines

- (1) The following details relating to the internal assessment mark are contained in *A Résumé of Instructional Programmes in Schools, Report 550 (2001/08)*:

(a)Grade 10: internal assessment must be a compulsory component of the promotion marks. The internal assessment component must be at least 50% of the mark on the report card, or of the promotion mark.

In cases where learners offering subjects with an approved practical component are entitled to an additional 25% internal assessment mark, over and above the approved CASS mark, the pre-determined ceiling of 50% for internal assessment in Grade 10 shall, however, not be exceeded, and the additional 25% practical component allocated to subjects with an approved practical component shall be calculated as part of the 50% internal assessment mark.

(b)Grades 11 and 12: internal assessment must be a compulsory component of the promotion marks. The

internal assessment component must be at least 25% of the mark on the report card, or of the promotion mark.

Learners with subjects with an approved practical component are entitled to an additional 25% internal assessment mark, over and above the approved CASS mark, provided that the practical component is either externally set or externally moderated. Learners offering subjects qualifying for an additional 25% practical component, will be allocated a maximum internal mark of 50% in Grades 11 and 12.

- (2) Umalusi must approve the internal assessment requirements and processes for the Senior Certificate which must be in accordance with policy. If the assessment body desires to include a year mark component in the final mark, such a body must provide Umalusi with details regarding the composition of the year mark, the weighting of the year mark with regard to the other components and the processes to be applied to ensure the appropriate standards of the assessment will be maintained, along with evidence that these processes will function satisfactorily. The approval of Umalusi must be obtained before the assessment body decides to embark on the inclusion of a year mark component in the final mark.]**

20. Assessment concessions: Norms and Standards

[(1) The following concessions in respect of languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:

- (a) In the case where two languages are required only**

one language, at First Language level need to be offered, provided that an additional instructional offering is offered in lieu of the second language.

(b) In cases of candidates with aural impairment, whose language of instruction is not their home language, the language referred to in paragraph 19(1)(a) above, may be offered at Second language Level.

(2) Further concessions related to reading and writing may be granted in accordance with White Paper 6.]

(1) Concessions may be applied to candidates who experience barriers related to deafness, aphasia and dyslexia as set out in paragraph 9 of the policy document, *A Résumé of subjects for the Senior Certificate, Report 550 (Annexure A)*.

(2) Candidates who are eligible for differentiated assessment and/or concessions are those who are experiencing barriers to learning as contemplated in **Annexure A**

(3) *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*, guides policies related to learners experiencing barriers to learning.

[21. Absentees: Norms and Standards

(1) In the case of illness or any other circumstances beyond the control of the candidate, medical certificates, affidavits or acceptable proof are to be countersigned by the Head of the [Institution] assessment body

concerned before submission to the assessment body. Where the authenticity of a candidate's claim is in doubt, the Head of the Institution assessment body is to advise the Head of Department in writing, and then investigate the matter further.

- (2) Candidates who absent themselves from an assessment for no valid reason must not be permitted to enter the supplementary assessment.]

[22 Absentees: Guidelines

If a candidate is unable to write (or complete) the examination for reasons other than illness or injury, a written report in which the circumstances are set out, must be submitted by the Head of the Institution assessment body.]

[23 Supplementary examination: Norms and Standards

- (1) Only the following candidates qualify to write the May/June 2008 examination as a supplementary examination
 - (a) A candidate who becomes ill during the October/November 2007 examination, on condition that he/she produces a medical certificate;
 - (b) A candidate who has not met the minimum promotion requirements in the examination but requires one or more subject to obtain a final promotion. Such a candidate will not be limited to a pre-determined number of subjects, however, will be restricted to subjects but not the grade for

which they registered in the November 2007 examination sitting.

- (c) A candidate who obtains a conditional exemption, i.e. one requirement short of a Senior Certificate with matriculation endorsement in the October/November 2007 examination, may register for the Senior Certificate examination in May/June 2008 as a supplementary examination. For this purpose, the October/November 2007 and the May/June 2008 examinations will be regarded as one examination sitting.
- (d) A candidate who provides documentary evidence that he or she qualifies for admission to university or any other higher education institution but does not satisfy the higher education faculty / department / subject requirements. Such a candidate will not be limited to a pre-determined number of subjects, however, will be restricted to subjects and grades for which they registered in the November 2007 examination sitting.
- (e) The Umalusi Council shall endorse Senior Certificates that have to be endorsed in terms of paragraphs 3, 4 and 5 of the matriculation endorsement requirements on the first day of the month following the month in which the requirements for endorsement were satisfied, provided that in the case of a candidate who satisfied the requirements for endorsement at two or more examination sittings, the dates on which the subjects were passed at the relevant

examination sittings shall also be indicated on the Senior Certificate.

- (2) In the case of a death in the family or other special reasons for absence, admission to the May/June 2008 examination as a supplementary examination is at the discretion of the Head of Department.**
- (3) In the case where an irregularity is being investigated, provisional entry to the May/June 2008 examination as a supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.**
- (4) In cases where the reason for admission to the examination of May/June 2008 as a supplementary examination needs to be supported by documentary evidence, it is imperative that the Head of the Institution be requested to recommend or not recommend the admission of the candidate concerned.]**

24. Conduct of the Senior Certificate examination beyond the borders of the Republic of South Africa: Minimum Norms and Standards

- (1) The following criteria will apply when candidates lodge requests to be examined in the Senior Certificate final exit assessment outside the borders of the country:
 - (a) Only candidates who possess citizenship of the Republic of South Africa and have registered for the Senior Certificate examination will be considered and are entitled to be examined outside the borders of the country;
 - (b) Children of diplomats or personnel of the Embassy/Consulate¹;
 - (c) Candidates whose parents/guardian have/has been transferred by their employees to other countries;
 - (d) Candidates who have been transferred by employers to other countries; and
 - (e) Candidates who represent the country/province in a recognised and registered code of sport/cultural event.
- (2) Applications will only be considered-
 - (a) candidates have already been registered for the Senior Certificate examination.
 - (b) A motivation in writing requesting permission to be examined at an approved overseas venue in accordance with the prescribed schedule

has been submitted.

- (3) Assessment centres outside the borders of the Republic of South Africa will be South African Diplomatic Missions or centres approved by the relevant assessment body.
- (4) The following criteria will be used to select a centre:
 - (a) A suitable room should be available for the conducting of the examination.
 - (b) Sufficient light and ventilation.
 - (c) A vault should be available for the safekeeping of the question papers and examination material.
 - (d) Suitable furniture, e.g. a chair and table for the candidate(s) and the invigilator.
- (5) Invigilation must be conducted in accordance with this policy.
- (6) The candidate will be responsible for all expenses, e.g.:
 - (a) Packaging and postage;
 - (b) Invigilator for invigilating;
 - (c) Renting of venue if applicable; and
 - (d) Any other incidental costs.
- (7) It will be the responsibility of the assessment body to supply the question papers and all material needed, for example two answer scripts per question paper,

wrapper, attendance register, mark sheet, individual timetable, additional needs such as graph paper, typing paper, etc., either by the diplomatic bag – outside the Republic of South Africa or courier services.

(7A) It will be the responsibility of the relevant assessment body to make all the necessary arrangements and ensure that these arrangements comply with the relevant regulations and policy.

(8) The assessment body will be responsible for the confirmation of the submission of all examination materials. Costs regarding this correspondence will be borne by the candidate.

(9) Conformation to the South African Standard Time requirements:

(a) It is a pre-requisite that candidates conform to the South African Standard Time requirements for the respective question papers.

(b) Where this is not practicable in terms of vast time zone differences, a quarantine period commencing at the time of the question paper will apply.

(10) Resulting additional costs will be met by the candidate in this regard.

(8) The relevant assessment body will be responsible for the confirmation of the delivery of all examination materials. Costs regarding this correspondence will be borne by the candidate.

- (9) Examinations must be conducted in terms of the South African Standard Time requirements for the particular examination question paper.

CHAPTER [6] 4
PREPARATION FOR THE SENIOR CRTIFICATE EXAMINATION

25. Management plan relating to examination: Minimum Norms and Standards

- (1) Assessment bodies must have a clear and detailed management plan that must include the following relating to examination and monitoring-
 - (a) objectives or targets to be achieved pertaining to the examination process;
 - (b) possible steps and processes that will lead to the achievement of the targets;
 - (c) persons responsible/accountable;
 - (d) time plan;**[and]**
 - (e) monitoring of the examination process; and
 - (f) a process for identification of, reporting of and dealing with irregularities.

- (2) The examination cycle commences with the appointment of examiners and internal moderators to set and moderate the examination question papers for the scheduled examinations and concludes with certification.

- (3) The Department of Basic Education, the assessment body and Umalusi will monitor the entire examination cycle in order to ensure delivery of a credible examination.

[26 Management plan relating to examination: Guidelines

A management plan may be drawn up in conjunction with the key persons involved in the examination process, so that they develop a sense of ownership of the plan. This plan aims to instill a greater degree of accountability in the persons involved. It is this sense of accountability that is a vital ingredient for the organisation and implementation of successful examination.]

[27. Advance planning of the examination: Norms and Standards

- (1) Preparation for the final examinations carried out by the assessment bodies must commence not later than eighteen (18) months prior to the examination.**
- (2) Question papers that are set by the Department of Education (nationally set subjects) and other assessment bodies must cover the core syllabi adequately and must be of a standard acceptable to Umalusi.**
- (3) The instructions and procedures which individual examiners or a panel of examiners must adhere to, must be determined by the Department of Education and the assessment body.**
- (4) The criteria for the appointment of educators for examination-related work are contained in the *Personnel Administration Measures (PAM)*, determined by the *Minister of Education in terms of the Employment of Educators Act, 1998 (Act No. 76 of 1998)* and the regulations made in terms of the Act (Annexure C).**
- (5) An examiner and an internal moderator must be appointed by assessment bodies for a maximum period of**

four (4) years with a mechanism in place to terminate the appointment of an examiner if he/she is unable to comply with the necessary requirements and standards. If a panel is appointed, the chief examiner in the panel may be appointed to fulfil the functions of an internal moderator.

- (6) The remuneration for the performance of examination-related duties and the compensation for travel and subsistence costs are contained in the *Personnel Administration Measures (PAM)* determined by the Minister of Education in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* and the Regulations made in terms of the Act.
- (7) When candidates need to answer only a selected number of questions from those given in a question paper, an instruction to this effect should appear on the question paper to indicate to the candidate what marking procedure will be followed.
- (8) All question papers that are not in English or Afrikaans must have an instruction page in English as well as the language of the question paper.]

[28. Advance planning of the examination: Guidelines

- (1) The purpose of planning ahead for the examination is to eliminate undue pressure on the staff, to ensure that deadlines are adhered to and to allow for contingency plans, if necessary (Annexure D).
- (2) Officials responsible for the co-ordination and the drawing up of timetables must ensure that no clashes occur on the timetable.]

[29. Responsibilities of examiners and internal moderators: Norms and Standards

(1) The Department of Education and assessment bodies must ensure that:

- (a) Question papers conform to the core syllabus, adequately provides for differentiation and that it is of the required standard;**
- (b) The internal moderator is satisfied that the question paper conforms to the requirements of the nationally approved core syllabus and that it is of the required standard and adequately provides for differentiation; and**
- (c) All examiners and internal moderators comply with all instructions issued to them by the Department of Education and the assessment body.**

(2) Where an internal moderator is appointed, he/she may not be involved in the setting of the question paper, since he/she is required to provide an objective and critical review of the question paper in terms of its coverage of the subject statement and the overall standard.

(3) It is the responsibility of the Department of Education and the assessment body to ensure that all question papers are approved by the internal and external Umalusi moderators. The Department of Education and the assessment body must ensure that all changes recommended by the internal and the external moderator(s) are made to the question paper. In the case of a disagreement between the examiner and the moderator the following procedure must be followed:

- (a) If the disagreement is between the internal moderator and**

the examiner, the assessment body should attempt to mediate a consensus position between the examiner and the internal moderator. If consensus cannot be reached, the decision of the assessment body is final.

(b) If the disagreement is between the examiner/internal moderator or the external moderator, the Chief Executive Officer of Umalusi should mediate a consensus position between the examiner/internal moderator or the external moderator. If consensus cannot be reached, the decision of the Chief Executive Officer of Umalusi, in this case, is final.

(4) The Department of Education and assessment bodies must comply with Umalusi's requirements regarding the external moderation of question papers.

(5) Control of current examiners and moderators lies with the Head of the Department, who is to ensure that examiners and moderators do not participate in any activity that may compromise confidentiality clauses in their contracts.

(6) The Department of Education and the assessment body must provide examiners and internal moderators with a clear guideline relating to the setting of the question paper. This instruction must at least include the following:

(a) The duration of the question paper;

(b) The maximum marks;

(c) The number of question papers; and

(d) The format of the question paper.

(7) Internal moderators must perform the following functions:

- (a) Establish systems to standardise the examination, including the plans for internal moderation;
- (b) Monitor consistency of examination records;
- (c) Through sampling, check the design of examination materials for appropriateness before they are used, monitor examination processes, check candidates' evidence, check the results and decisions of examiners for consistency;
- (d) Co-ordinate examiner meetings;
- (e) Liaise with external moderators; and
- (f) Provide appropriate and necessary support, advice and guidance to examiners.]

[30. Processing of examination question papers: Norms and Standards

- (1) The Department of Education and assessment bodies must have clear structures and procedures in place relating to the typing, editing and printing of question papers.
- (2) Question papers must be submitted to the external moderator timeously so as to allow for thorough moderation, changes, adaptations and duplication of the question papers and other required examination materials.]

[31. Processing of examination question papers: Guidelines

- (1) It must be borne in mind that the external moderator also needs to moderate question papers from other assessment bodies and therefore the return of question papers in the shortest period cannot always be guaranteed (Annexure E).]

[32. Storage and distribution of question papers: Norms and Standards

- (1) The safekeeping of question papers prior to them being written is a key function of any assessment body that seeks to administer a credible examination. The Department of Education and assessment bodies must have a clear policy and management framework in place for the safekeeping of question papers.**
- (2) Each assessment body may select the distribution mechanism best suited to the conditions prevailing in the province.**
- (3) Irrespective of the mechanism adopted by the assessment body the following principles must be adhered to at all times:**
 - (a) The distribution chain should be as short as possible.**
 - (b) The number of persons involved in the distribution process should be restricted to the minimum.**
 - (c) The transfer of the question papers from one responsible officer to the other should be carefully checked and controlled on receipt.**
 - (d) Any discrepancies that are detected during the transfer process should be reported to the provincial head office immediately.**
 - (e) All persons involved in the distribution process should complete a Contract of Confidentiality.]**

25A Examination Timetable: Minimum Norms and Standards

The Department of Basic Education must develop an examination timetable for the Senior Certificate examination to be conducted in the subjects listed in the *National Curriculum Statement Grades R-12*. The independent assessment body must develop an examination timetable for the Senior Certificate examination that it conducts.

25B Appointment of examiners and internal moderators: Minimum Norms and Standards

- (1) The criteria for the appointment of teachers as examiners are contained in the Personnel Administration Measures (PAM), determined by the Minister of Basic Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the Regulations developed in terms of the Act.
- (2) Procedures for the appointment of examiners and internal moderators

 - (a) Examiners and internal moderators must be appointed by the Department of Basic Education and assessment bodies-

 - (i) for a maximum period of four (4) years; and
 - (ii) with a mechanism in place to terminate the appointment of an examiner if he or she is unable to comply with the necessary requirements and standards.
 - (b) If a panel is appointed, the chief examiner who takes responsibility for the standard and quality of the examination question paper prior to its submission to the internal moderator may be appointed.

- (c) The internal moderator takes responsibility for the standard and quality of the examination question paper prior to its submission to the external moderator.
- (3) The remuneration for the performance of examination-related duties and the compensation for travel and subsistence costs are contained in the Personnel Administration Measures (PAM) determined by the Minister of Basic Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the Regulations developed in terms of the Act.
- (4) Sub-paragraph 3 is not applicable to an independent assessment body.
- (5) A person who is appointed as an examiner or internal moderator must declare whether his or her son, daughter, brother or sister is sitting for the Senior Certificate examination during the period of appointment. Such an examiner or moderator must be relieved from the responsibility of setting or moderating examination question papers for that particular period.
- (6) The Director-General of Basic Education or the Head of the independent assessment body must ensure that examiners or moderators do not participate in any activity that may compromise the confidentiality of the examination.

25C Responsibilities of chief examiners, examiners and internal moderators: Minimum Norms and Standards

(1) The assessment body must ensure that-

- (a) chief examiners and examiners in the respective subjects set the examination question papers and prepare the marking guidelines for the examination question papers concerned as well as an additional examination question paper which serves as a backup examination question paper;
- (b) the examination question paper and the back-up examination question paper are set at the same time to ensure comparability of standards across all three examination question papers;
- (c) examination question papers conform to the requirements of the of the Subject Assessment Guidelines;
- (d) the internal moderator ensures that the examination question papers conform to the requirements of the Subject Assessment Guidelines as listed in the policy document A *Résumé* of subjects for the Senior Certificate, Report 550; and
- (e) an examiner or internal moderator complies with all instructions and deadlines issued by the assessment body and Umalusi.

(2) If the examination question paper is rejected twice by Umalusi, then the services of the internal moderator and/or the examiner may be terminated.

(3) An internal moderator or examiner, appointed to a national panel of the Department of Basic Education may not serve on the examination panel of any independent assessment body.

(4) The assessment body must ensure that-

- (a) all examination question papers are approved by the internal and external moderators; and
- (b) all changes to the examination question paper, recommended by the internal and external moderators, are made.

(5) In the event of a disagreement between the examiner and the moderator, the following procedure must be followed-

- (a) If the disagreement is between the internal moderator and the examiner, the assessment body must –
 - (i) attempt to mediate between the examiner and the internal moderator; and
 - (ii) if consensus cannot be reached, the assessment body must make the final determination.
- (b) If the disagreement is between the internal moderator and the external moderator, the Chief Executive Officer of Umalusi must-
 - (i) mediate between them; and
 - (ii) if consensus cannot be reached, the Chief Executive Officer of Umalusi must make the final determination.

(6) The assessment body must comply with the requirements of Umalusi with regard to the external moderation of examination question papers.

(7) The assessment body must provide examiners and internal moderators with guidelines for the setting of examination question papers, which must include the following-

- (a) duration of the examination question paper;

- (b) maximum marks;
- (c) number of examination question papers;
- (d) format of the examination question paper.
- (e) number of marks for a particular subject – sections of the examination question papers; and
- (f) principles for points to be included in the examination answer scripts.

(8) Internal moderators must perform the following functions-

- (a) ensure that the examination question paper is of an appropriate standard and quality, and that correct and accessible language has been used;
- (b) ascertain that an examination question paper–
 - (i) conforms to the Subject Assessment Guidelines of the subjects listed in the policy document A *Résumé* of subjects for the Senior Certificate, Report 550;
 - (ii) provides adequately for differentiation; and
 - (iii) includes questions addressing different cognitive levels;
- (c) recommend the necessary changes to the examination question papers;
- (d) approve and sign off the examination question papers prior to printing;
- (e) attend the memorandum discussions;
- (f) approve and sign off the finally agreed-upon memoranda, following the memoranda discussion;
- (g) moderate the marked examination answer scripts;
- (h) liaise with external moderators;
- (i) provide examiners with advice, support and guidance; and
- (j) submit a report to the external moderator.

- (9) An internal moderator may be appointed by the assessment body specifically to perform the function of the moderation of examination answer scripts during the marking process. In such an event, the functions of the internal moderator may include the following-
- (a) moderation of marked examination answer scripts to ensure compliance with the marking memorandum;
 - (b) an analysis of candidates' responses to identify areas of weakness and areas of good performance; and
 - (c) the compilation of a composite report on the marking of examination answer scripts.

25D Processing of examination question papers: Minimum Norms and Standards

- (1) The assessment body must ensure that clear structures and procedures are in place, regarding the typing, editing, translation and printing of examination question papers.
- (2) Examination question papers must be submitted to the external moderator timeously, so as to allow for:
- (a) thorough moderation;
 - (b) changes;
 - (c) adaptations; and
 - (d) the final duplication of the examination question papers.
- (3) Examination question papers must be ready for external moderation at least six months prior to the commencement of the external examination.
- (4) The processing of examination question papers for the public examination must be done in terms of Annexure ? of the *Regulations pertaining to the conduct, administration and*

management of the Senior Certificate examination. Independent assessment bodies must comply with the Umalusi requirements.

25E. Storage and distribution of examination question papers: Minimum Norms and Standards

- (1) The assessment body must ensure strict security with regard to the storage and distribution of examination question papers at all times.
- (2) Each assessment body must select the distribution mechanism best suited to the examination centres under its jurisdiction.
- (3) Irrespective of the mechanism adopted, the following principles must be adhered to at all times-

 - (a) The distribution chain should be as short as possible.
 - (b) The number of persons involved in the distribution process should be restricted to a minimum.
 - (c) The transfer of the examination question papers from one responsible officer to another should be carefully checked and signed upon receipt.
 - (d) Any discrepancies that are detected during the transfer process should be reported immediately to the Head of the assessment body.
 - (e) All persons involved in the distribution process should sign a Contract of Confidentiality.
- (4) The storage and distribution of question papers for the public examination must be done in terms of Annexure ? of the Regulations pertaining to the conduct, administration and management of the Senior Certificate examination. Independent

assessment bodies must have Umalusi approved processes in place.

CHAPTER [7] 5

CONDUCTING THE EXAMINATION

33. Establishment and registration of assessment centres: Norms and Standards

(1) All independent providers, which request the Department of Basic Education to conduct the Senior Certificate examination for the first time, must register with the Department of Basic Education in terms of the agreed procedures. Satellite centres or subsidiary centres of the registered centre may not be allowed. Every centre should be registered under its own name with the Provincial Department of Education. Prisons, where examinations are administered, must register as assessment centres and such assessment centres must adhere to all assessment regulations and procedures, including starting and finishing times of all examinations.

(1A) If the centre, institution or venue is approved as an examination centre, a centre number should be issued to that effect.

(2) Assessment centres must be visited by an official from the district office, regional office or head office, to verify that the necessary facilities required for conducting the examination, are available at the centre.

(3) Independent institutions may negotiate with the Provincial Departments of Education to accommodate their learners, where possible.

(4) The head of a centre for private candidates must register with the Provincial Department of Education on or before the closing date that will be announced by the Head of Department. Centres for private

candidates must register on an annual basis before 15 March.

(4A) Centres must apply and register on an annual basis in October of the year prior to the examination.

(5) The total number of candidates at a part-time centre may not exceed 500 candidates for any one session.

(6) Application for registration of an assessment centre must be made on a prescribed form that should be available from the regional offices/district offices of the provincial department of education.

(7) **[Assessment bodies must develop criteria for the registration of assessment centres, which may include the following:]**
Examination centres must be registered by the assessment body in accordance with the following criteria-

(a) [registration of centre as an educational institution;]

(b) suitable venue to accommodate candidates, i.e. sufficient space and appropriate furniture to seat candidates;

(c) security of venue (**Annexure B**);

(d) [clearance in terms of the local health and fire services by-laws;]

(e) provision of proper lighting;

(f) availability of water and toilet facilities;

(g) [suitably qualified teaching staff or members of the community who can be trained as invigilators;]

(h) availability of a strong room for the safekeeping of assessment material; **[and]**

(i) [the necessary equipment and facilities required for proper

assessment of all learners who experience barriers to learning and registered at the specific centre] the capacity to assess learners experiencing barriers to learning; and

(j) report on previous irregularities at the centre with specific reference to the nature and outcome of the irregularities.

(8) Should the centre/institution/venue be approved as an assessment centre, a centre number should be issued and the head of the centre/venue/institution informed accordingly.

(8A) All examination centres, public and private must sign an annual contract with the state or the independent assessment body.

(9) The registration of examination centres should be reviewed every three years.

34. Establishment and registration of assessment centres: [Guidelines]

[(1) A *pro forma* contract that could serve as an example between an independent school and the Department of Education.]

(1) Institutions offering the Senior Certificate for out of school and adult learners must be accredited by Umalusi and registered by the Provincial Departments of Education as independent schools. These institutions must also be registered as examination centres with independent and public assessment bodies.

(2) Independent schools are required to register as examination centres with a public assessment body or an accredited private assessment body to examine the curriculum enacted at the sites of learning.

(3) Accredited assessment bodies must register independent schools as examination centres and ensure that the requirements of the qualification being assessed are fulfilled.

(4) In order for an independent school to be registered as an examination centre by either an accredited independent assessment body or the state, such a school, besides being registered as a school, must also be accredited by Umalusi.

(5) Independent schools that have complied with registration by the relevant Provincial Education Department and accreditation by Umalusi, must apply to the relevant assessment body for registration as examination centres under their own names.

35. De-registration of assessment centres: Norms and Standards

(1) Assessment centres that do not comply with policy will be de-registered due to the following reasons:

(a) Physical relocation of the assessment centre from the premises approved by the assessment body to other premises. All assessment centres are required to operate in the premises, which, after inspection, were approved for this purpose by the assessment body.

(i) The following procedure should be followed when a centre relocates to new premises:

(aa) Should any centre relocate to new premises, their registration as an assessment centre lapses immediately and they will be forced to seek registration at the new premises from the provincial assessment body.

- (bb) In exceptional circumstances, and provided that the centre has an unblemished record as far as irregularities and administration is concerned, the Head of the Department may allow the centre to continue to operate for the **current assessment year** only, during which time the centre must apply for, and receive, assessment centre status in respect of the new premises. Should such permission be refused, or for any other reason not granted, the registration of the centre shall lapse forthwith.
- (cc) Should this process stretch over the year end, no new candidates may be registered until a decision is taken on the registration of the centre.
- (dd) The onus is on the owner or management (centre manager/principal) to inform the Head of Department timeously of his/her intention to move.
- (ee) The Head of Department or his or her nominee shall inform the owner or management, in writing, of the course to be followed.
- (ff) If the application for the registration of the centre at the new premises is unsuccessful, the Head of Department or his or her nominee shall inform the owner or management of the lapse in the registration of the centre.
- (gg) The owner or management shall have the right to respond to the decision within 14 days from the date of issue, and furnish reasons why they believe the centre should not be de-registered.

(hh) The Head of Department shall consider such representation and make a final decision. This decision must be conveyed to the owner or management, in writing. The decision is final.

(b) Intentional undermining of the integrity of the examination

[Assessment centres, where there is clear evidence that “ghost writers” were permitted, of collusion between Chief Invigilators/Invigilators and candidates, of question papers in the care of the centre being given to persons for perusal before the examination and related practices should be closed and the perpetrators prosecuted. It is not sufficient for an offending centre to re-shuffle personnel and to redeploy another staff member to act as Chief Invigilator. Firm steps must be taken.]

Examination centres will be deregistered if-

- (i) examination question papers in the care of the centre are compromised;
- (ii) examination question papers are repeatedly opened prior to the examination time or date;
- (iii) there is fabrication of School-Based Assessment marks;
- (iv) the centre allows examination imposters; or
- (v) if there is any other serious irregularity that warrants deregistration.

(c) the following procedure should be followed when it is found that irregular practices took place at an assessment centre:

- (i) Competent authorities should investigate the above-mentioned irregularities.

- (ii) If clear evidence emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.
- (iii) The owner or management must be informed, in writing, of the intention of the Head of Department to close the centre due to the incidence of irregularities.
- (iv) The owner or management shall be asked to furnish a motivation why the centre should not be closed.

(ivA) The owner or management must respond to the notice within 14 days from the date of issue, and furnish reasons as to why the centre should not be closed down.

- (vi) The Head of Department shall consider such representations and, in the best interests of the integrity of the examination, take a decision whether or not to close the centre. Such a decision shall be final.
- (vi) The decision must be communicated in writing to the owner or management.

(d) Maladministration

- (i) Assessment centres may be de-registered if their maladministration results in any disadvantage to candidates or affects the integrity of the examination or impacts negatively on the ability of the assessment body to render a service or, if in reviewing the venue, there is evidence that the venue no longer adheres to the requirements for registration as an assessment

centre.

(ii) The following procedure should be followed when maladministration of an assessment centre occurs:

(aa) The owner or management of such an assessment centre shall be made aware of the situation, in writing, of the situation and given an opportunity to set matters to rights.

(bb) Should the maladministration of the centre continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one (1) assessment year) during which time, if the owner or management again demonstrates an inability to administer the process adequately during the probation period, the centre may be de-registered at the end of the assessment year.

(cc) The owner or management must be informed, in writing, of the intention of the Head of Department to de-register the centre and asked to furnish reasons why this should not be done. The owner or management may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.

(dd) If maladministration takes place during the

conducting of an examination, the centre may be placed under the administration of the assessment body, until further notice.

- (e) The flouting of assessment policies and guidelines
- (i) Assessment centres where assessment officials flout assessment rules and regulations and instructions issued by competent authority may be closed.
 - (ii) The following procedure should be followed when assessment policies and guidelines are flouted by an assessment centre:
 - (aa) Instances where it is alleged that assessment officials at centres flout assessment rules and regulations and/or instructions issued by competent authority shall be investigated.
 - (bb) Should substance be found to such allegations, the owner or management shall be warned in writing, specifying exactly the nature of the contravention of rules, regulations and instructions. The owner or management shall be given an opportunity to set matters to rights.
 - (cc) Should the flouting of assessment policies and guidelines continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one (1) assessment year) during which time, if a further offence occurs, the centre may be de-registered at the

end of the assessment year.

- (dd) The owner or management must be informed, in writing, of the intention of the Head of Department to de-register the centre and asked to furnish reasons why this should not be done. The owner or management may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.

[36. Appointment and duties of Chief Invigilators and Invigilators: Norms and Standards

- (1) The assessment body must formulate guidelines with regard to the appointment and duties of Chief Invigilators and Invigilators and ensure that all invigilators are appropriately trained.**
- (2) In respect of admission of candidates to the examination room, Invigilators must ensure that every candidate produces his/her admission letter as well as proof of identity, preferably his/her official identity document, driver's license or passport on admission to the examination room. However, a full-time learner at a school needs to produce only his/her admission permit since it is assumed that the invigilators know the learner. Invigilators must enforce this admission requirement rigorously.**
- (3) If a candidate fails to produce the required documentation, an irregularity will be declared and the candidate will be allowed to present the required documentation to the Invigilator after the examination, failing which the normal procedure pertaining to irregularities must be followed.]**

[37. Reading time: Norms and Standards

- (1) A period of ten (10) minutes before the official commencement of the examination must be allowed for reading of the question paper over and above the reading of any instructions that may be necessary, but no writing may take place during this time.]**

[38. Return of scripts: Norms and Standards

- (1) The return of scripts directly to the provincial head office or any other collection point, must be handled with the same care and security as the question papers, and therefore assessment bodies must have clear procedures that must be followed in the return of scripts.]**

[39. Examination monitoring team: Norms and Standards

- (1) It is the responsibility of assessment bodies to develop and implement a monitoring policy and to implement such a system. Umalusi will verify the monitoring system and ensure that the outcome of the system is valid.**
- (2) All assessment bodies must establish a structure to monitor examinations.**
- (3) The monitoring team must visit the assessment centres while the examination is in progress and report on, amongst others, the following:**
- (a) General management of the examination;**
 - (b) Invigilation;**
 - (c) Condition of examination rooms;**

- (d) Seating of candidates;
 - (e) Control of ten (10) minutes reading time; and
 - (f) Return of scripts.
- (4) The marking process, as described in paragraph 8, should also be monitored. The monitoring team should also visit the marking centres to observe the marking process.
- (5) The provincial department of education must determine the composition of the monitoring team. The monitoring team may include representatives from outside the provincial department of education so as to ensure the credibility of the monitoring team.

[40. Examination monitoring team: Guidelines

The main function of the examination monitoring team is to ensure that the examination is conducted in accordance with the rules and procedures determined by the assessment body.]

**35A Appointment and duties of chief invigilators and invigilators:
Minimum Norms and Standards**

(1) Assessment bodies must ensure that all chief invigilators and invigilators are appointed in writing and receive the appropriate training as stipulated in Annexure ? of the *Regulations pertaining to the conduct, administration and management of the Senior Certificate examination.*

(2) Invigilators must ensure that every candidate produces his or her letter of admission, as well as proof of his or her identity upon admission to the examination room.

- (3) A candidate who fails to produce the required documentation will-
- (a) be allowed to sit for the examination, but will be required to present such documentation to the invigilator after the examination.
 - (b) failing this, the normal procedure pertaining to irregularities must be followed.

35B Information to candidates: Minimum Norms and Standards

- (1) General examination instructions must be provided to candidates, in writing, at the commencement of the examination, and each candidate must sign to confirm receipt and acceptance of these instructions.
- (2) The chief invigilator and/or invigilator must ensure that the examination question papers and examination scripts are handled in terms of the requirements contemplated in *paragraphs 9 and 10 of Annexure C of the Regulations Pertaining to the Conduct, Administration and Management of the Senior Certificate Examination*
- (3) Candidates must also be provided with clear written instructions regarding specific examination question papers, where necessary.
- (4) All examination question papers that are not in English must have an instruction page in English, as well as in the language of the examination question paper.
- (5) A period of ten minutes before the official commencement of the examination must be allowed for reading of the examination

question paper, in addition to the time allocated for the reading of any instructions that may be necessary.

(6) No writing may take place during reading time.

(7) In the event that a candidate is required to answer only a selected number of questions from those appearing in an examination question paper, and the said candidate answers more than the required number of questions, only the first required number of questions will be marked. This condition will apply provided that the instructions are clear.

(8) Concessions are granted to learners experiencing barriers related to deafness, aphasia and dyslexia.

(9) The packaging of the examination answer scripts and the completed mark sheets is the responsibility of the chief invigilator and must be adhered to by public assessment bodies. Independent assessment bodies must have similar procedures in place.

(10) The return of examination answer scripts to the assessment body or any other collection point must be handled with the same care and security as the examination question papers.

35C Monitoring of the Senior Certificate examination: Minimum Norms and Standards

The assessment body and Umalusi must have clear programme relating to the monitoring of the Senior Certificate examinations. This programme must cover all stages of the examination process.

35D Visits to the centres by monitoring teams: Minimum Norms and Standards

- (1) The monitoring teams of the assessment bodies must visit examination centres while the examination is in progress, and report on, but not limited to, the following-
- (a) general management of the examination;
 - (b) invigilation;
 - (c) the condition of examination rooms;
 - (d) the seating of candidates;
 - (e) the handing out of examination question papers;
 - (f) control of the ten minutes reading time;
 - (g) the collection of examination question papers;
 - (h) the return of examination answer scripts; and
 - (i) security.
- (2) The monitoring teams of the assessment bodies must visit the marking centres to observe the marking process.

CHAPTER [8]6

THE MARKING PROCESS

41. Appointment of markers: Norms and Standards

[(1) Markers are appointed in terms of the *Personnel Administration Measures (PAM) (Annexure I)*.

(2) All selection panels should be chaired by the relevant provincial Head of Education or his or her designee, since the provincial education department is finally responsible for the appointment of markers.

(3) In order to ensure that the information provided by the applicant for the position of marker is correct it must be verified by his or her employer. A person applying for the post of marker must be an educator currently offering the subject for which he or she applies in the FET band.]

(1) The Head of the assessment body is responsible for the appointment of markers.

(2) Markers at public assessment bodies are appointed in terms of the PAM (Annexure C), and any other additional criteria as determined and approved by the Head of assessment body or his or her representative.

(3) The process of appointing markers must commence at least six months prior to the commencement of the specific marking session, and be completed 60 days prior to writing. This will allow for the verification of the markers' credentials, as well as for training, should this be necessary.

- (4) The information provided by the applicant for the position of marker must be verified in writing by his or her employer and the relevant assessment body. In the case of provincial assessment bodies, the verification must be done by the district manager.
- (5) All persons appointed with regard to the marking process must declare with the Head of the assessment body or his or her nominee whether he or she has an immediate relative sitting for a Senior Certificate examination in the year of appointment. After having made such declaration, the marker will be allowed to mark, but it will be ensured that he or she does not mark the examination answer script of an immediate family member.
- (6) An assessment body must select an additional marker in the event where an appointed marker fails to report for duty.
- (7) A marker, senior marker and chief marker must be appointed annually.
- (8) All selection panels for markers must be chaired by the relevant Head of the assessment body or his or her representative.

42. Appointment of markers: Guidelines

- (1) It is recommended that provinces should commence with this process early in the year so that adequate time is available for the verification of information and the actual selection procedure. Additional markers must be placed on a reserve list, in the event of appointed markers failing to report during the marking session.
- (2) The information as contained in the application form as prescribed by the relevant Provincial Department of Education must be verified by district managers. **[If provinces are not satisfied with this method**

of verification, then all application forms should be accompanied by a sworn affidavit confirming the qualifications and experience of the applicant.]

(3) **[It is advised that]** Persons appointed as markers by a provincial assessment body fall under the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* to ensure that provincial departments of education can exercise control over them **(Annexure C)**.

(4) Persons appointed as markers by a provincial assessment body must show proof of registration with the South African Council for Educators (SACE).

[43 Marking centres: Norms and Standards

Each assessment body must have criteria relating to the establishment and management of marking centres.]

44. Marking centres: [Guidelines] Norms and Standards

(1) Each assessment body must have criteria relating to the establishment and management of marking centres.

(2) If the number of markers exceeds six hundred (600), a decentralised approach to marking should be adopted. [Marking can be decentralised in terms of geographic regions or groups of subjects. If a subject is marked by more than one (1) venue, special measures must be taken to ensure a common standard of marking.]

(2A) If a subject is marked at more than one venue, special measures must be taken to ensure a common standard of marking.

(3) The marking venue must cater adequately for the needs of the marking personnel. The following aspects need to be considered before a marking venue is selected:

- (a) Marking space;
- (b) Catering facilities;
- (c) Overnight accommodation (if required);
- (d) Security;
- (e) Prevention of access to unauthorised persons;
- (f) Control centre; **[and]**
- (g) ICT facilities; and
- (h) the availability of water, electricity and other basic facilities.

(4) The control section is the heart of operations at the marking centre. The operation of the control section can be divided into three (3) phases, viz.:

(a) **Phase one:**

- (i) This phase entails **[a stocktaking]** an audit of all mark sheets and their respective scripts at the marking centre.
- (ii) All unregistered mark sheets/scripts are to be registered in a specific register.

(b) Phase two:

Chief Markers sign a control list when scripts are issued to them and when they return the scripts. (At this point it is possible to determine exactly how many scripts have not been marked/returned.)

(c) Phase three:

(i) Mark sheets should be kept in a safe place and sent to the chief marker.

(ii) During this phase, copies should be made of the completed mark sheets, which, have been returned by the chief markers.

(iii) The original mark sheet should be sent for data capturing. At this stage, control lists are checked to establish whether the chief markers have returned all the examination answer scripts.

(iv) Mark sheets could be scanned for security purposes.

(v) Capture from the examination answer script if mark sheets are not used.

45. Marking procedure: Norms and Standards

[(1) Marking procedure should be clearly formulated by the assessment body, taking into consideration the following (Annexure J):

(a) Marking question by question;

(b) Marking complete scripts;

(c) Staggered marking; and

(d) Marking at the termination of the examination, i.e. after all the question papers have been written.

- (2) When candidates need to answer only a selected number of questions from those given in a question paper, the marker should mark only the required number of questions in the order in which they appear in the answer script and delete the remaining answers.
- (3) All marks on mark sheets and any other official documents must be entered in ink. NO pencil marks will be allowed on mark sheets or official documents.
- (4) Provincial departments of education will release the marking memoranda and question papers of an examination of the previous year to interested parties not before the end of April the next year, as standard practice.]

(1) Marking procedures should be clearly formulated by the public assessment body, as contemplated in the Annexure F of the Regulations Pertaining to the Conduct, Administration and Management of the Senior Certificate Examination.

(2) The assessment body may release the marking memoranda and examination question papers of an examination to interested parties at the end of April in the year following the writing of the examination.

45A Marking procedures: Guidelines

(1) Marking procedures could be as follows:

- (a) marking question by question; or
- (b) marking complete examination answer scripts; or

(c) staggered marking where marking may commence in one or selected subjects while the rest of the Senior Certificate examination is still in progress; or

(d) marking after completion of the examination, i.e. after all the examination question papers have been written.

(2) When candidates are required to answer only a selected number of questions from those given in an examination question paper, the marker should mark only the required number of questions in the order in which they appear in the examination answer script and delete the remaining answers.

(3) The marker may mark all the questions in the examination answer script or only the questions allocated to him or her, as instructed by the chief marker.

(4) All marks on mark sheets and any other official documents must be entered in black ink. No pencil marks should be allowed on mark sheets or official documents.

CHAPTER [9] 7

PROCESSING OF MARKS

46. Processing of marks: Norms and Standards

- (1) An assessment body must establish or have access to a fully-fledged Information Technology component.
- (2) Mark adjustments are done by the assessment body in conjunction with Umalusi after the capture of the marks. The distribution of raw marks on a data set must be provided at the mark adjustment meeting. A set of graphs that represents the distribution of the raw marks and the adjusted marks is also required at this meeting.

[47 Processing of marks: Guidelines

- (1) **The computer system should be used to assist with the processing of marks and should provide an easy-to-use mechanism for the capture of marks. Direct capturing on the mainframe and decentralised printing should be done.**
- (2) **The computer system should use a uniform format when printing results taking into consideration that provinces have their uniqueness (e.g. different province names, signatures, etc.).**
- (3) **The marks obtained by learners, as reflected on the mark sheets, should be captured by specially trained staff. Verification of all data being captured, using the double capture method, is recommended.**
- (4) **With regard to the release of results, the release date shall be decided upon by the Council of Education Ministers (CEM) on the recommendation of the Heads of Education Departments**

Committee (HEDCOM) on an annual basis.]

46A Capturing of marks by trained staff: Minimum Norms and Standards

(1) The marks obtained by candidates, as reflected on the mark sheets or on the examination answer scripts, should be captured by specially trained staff.

(2) Verification of all data being captured, using the double capture method, must be followed.

46B Standardisation: Minimum Norms and Standards

(1) Mark adjustments are done by Umalusi, in conjunction with the assessment bodies.

(2) The data and evidence required for the standardisation of results are determined by Umalusi.

(3) Recommendations regarding the standardisation of marks, together with clear motivations, will be presented by the assessment bodies to Umalusi for consideration.

(4) The standardisation of marks is the responsibility of Umalusi and its decision is final in all cases.

46C Release of the results and confidentiality: Minimum Norms and Standards

- (1) The release date of the results of the Senior Certificate examination of the State, must be decided upon by the Council of Education Ministers (CEM) on the recommendation of HEDCOM, and this must be done on an annual basis.
- (2) The date contemplated in *subparagraph (1)* is subject to approval of the Senior Certificate results by Umalusi.
- (3) The Department of Basic Education must ensure that all Provincial Departments of Education have secure methods, and measures and procedures in place to protect and secure examination records.
- (4) All concerned parties involved with the release of results of public schools and those independent schools that wrote the public Certificate examination, must comply with the embargoes stipulated by the Department of Basic Education to ensure that candidates only receive their results at stipulated times.
- (5) The examination results data of public schools and those independent schools that wrote the Senior Certificate examination of the State, will remain the property of the Department of Basic Education.
- (6) Researchers, individuals and non-governmental organisations may receive information regarding examination results, subject to the approval of the Director-General: Basic Education.

 - (a) Each recipient of examination result data must comply with the following-

- (i) keeping of confidentiality of all information (written, electronic format and oral) regarding the content thereof;
 - (ii) not disclosing, without the Department of Basic Education's written consent, any information in whole or in part to any person; and
 - (iii) using examination information solely for the purpose stated in the agreement.
- (b) All electronic examination result data provided to a third party must be destroyed after a six week period.
- (c) The Department of Basic Education must monitor compliance with *Paragraph 44(6)*.

CHAPTER [10]8

RE-MARKING [AND], RE-CHECKING AND VIEWING OF EXAMINATION ANSWER SCRIPTS

**48. Re-marking and re-checking of examination answer scripts:
Minimum Norms and Standards**

[(1) A candidate may apply for the re-marking or re-checking of his or her examination scripts, within thirty (30) days of the official release of results by the MEC. This applies to the October/November 2007 examination and the May/June 2008 examination and all subsequent Senior Certificate examinations in 2009, 2010 and 2011.

(2) A re-marking or re-checking fee will be determined by the MECs.

(3) The prescribed fee must be communicated to the learners with the statement of results.]

(1) The following are applicable to the re-marking and re-checking of examination answer scripts-

(a) A candidate may apply for the re-marking or re-checking of his or her examination answer scripts, within fourteen (14) calendar days of the official release of the results.

(b) A candidate may obtain an application for re-marking, re-checking or viewing of an examination answer script from any examination centre.

(2) The fees contemplated in subparagraph (3) must be refunded to the candidate who wrote the public Senior Certificate examination on

application if the re-marking results in an improvement of the rating code.

(3) The prescribed fee must be communicated on the statement of results to the candidate after the writing of the public Senior Certificate examination.

48A. Viewing of examination answer scripts: Norms and Standards

[(1) The candidate and/or the candidate's parent/guardian or representative will, subject to the *Promotion of Access to Information Act, 2000 (Act No.2 of (2000))*, be allowed to view the script/s of the candidate concerned.

(2) Viewing of scripts will therefore only be allowed under the following conditions:

- (a) An application to view the script must be made in writing to the Head of Department in terms of the prescribed form of the regulations of the *Promotion of Access to Information Act, 2000 (Act No.2 of (2000))*, within thirty (30) days of the release of the remark results, providing clear reason(s) for the request;**
- (b) The script will be viewed in the presence of an examination official and may not be removed from the viewing room;**
- (c) No other document, except the script of the candidate, will be allowed in the room where the viewing takes place;**
- (d) No writing on the scripts during the viewing process will be allowed;**
- (e) The candidate and/or the candidate's parent/guardian or**

representative may request a copy of the script(s) at a tariff as prescribed by the regulations of the *Promotion of Access to Information Act, 2000 (Act No.2 of 2000)* and levied by the relevant provincial department of education; and

- (f) The candidate and/or the candidate's parent/guardian will be given a period of seven (7) days to lodge an application for remarking after the viewing. The provincial department of education will respond to this application with a final decision on the matter within a period of not longer than thirty (30) days.]

(1) Subject to the provisions of the *Promotion of Access to Information Act, 2000 (Act No.2 of 2000)*, the candidate, the candidate's parent, guardian or their representative, will be allowed to view the examination answer script of such candidate.

(2) When a learner is not satisfied with his or her result obtained in a subject, such a learner will, subject to the following conditions, be allowed to view the relevant examination answer script, with the aim of satisfying him- or herself with the marking-

(a) The candidate or his or her parents may apply to view an examination answer script if, after the re-checking and re-marking process, the candidate is still not satisfied with the result.

(b) An application to view the examination answer script must be made within seven (7) days of the release of the re-marked results and must provide clear reasons for the request.

(c) The examination answer script will be viewed in the presence of an examination official appointed by the Head of

the assessment body or his or her nominee and the script may not be removed from the viewing room.

(d) No other document, except the examination answer script of the candidate, will be allowed into the room where the viewing takes place.

(e) No writing on the examination answer script during the viewing process will be allowed.

(f) After the viewing of an examination answer script, a candidate who wrote the public Senior Certificate examination may apply to the Head of Department for a final re-mark. If the candidate is not satisfied with the outcome of the final (second) re-mark, he or she may appeal to the MEC, or to Umalusi in the case of an independent assessment body. The decision of the MEC or Umalusi is final.

[CHAPTER 11

VIEWING OF SCRIPTS

49. Viewing of scripts: Norms and Standards

- (1) The candidate and/or the candidate's parent/guardian or representative will, subject to the *Promotion of Access to Information Act, 2000 (Act No.2 of (2000))*, be allowed to view the script/s of the candidate concerned.
- (2) Viewing of scripts will therefore only be allowed under the following conditions:
 - (a) An application to view the script must be made in writing to the Head of Department in terms of the prescribed form of the regulations of the *Promotion of Access to Information Act, 2000 (Act No.2 of (2000))*, within thirty (30) days of the release of the remark results, providing clear reason(s) for the request;
 - (b) The script will be viewed in the presence of an examination official and may not be removed from the viewing room;
 - (c) No other document, except the script of the candidate, will be allowed in the room where the viewing takes place;
 - (d) No writing on the scripts during the viewing process will be allowed;
 - (e) The candidate and/or the candidate's parent/guardian or representative may request a copy of the script(s) at a tariff as prescribed by the regulations of the

Promotion of Access to Information Act, 2000 (Act No.2 of 2000) and levied by the relevant provincial department of education; and

- (f) The candidate and/or the candidate's parent/guardian will be given a period of seven (7) days to lodge an application for remarking after the viewing. The provincial department of education will respond to this application with a final decision on the matter within a period of not longer than thirty (30) days.]**

CHAPTER [12] 9

[DEALING WITH] IRREGULARITIES

[50] Dealing with irregularities: Norms and Standards

- (1) Assessment bodies must adopt the procedures relating to irregularities. Each assessment body must establish an Irregularities Committee to investigate, confirm and make recommendations to both the national and provincial Heads of Education regarding irregularities identified during the assessment process.
- (2) The following criteria must be followed regarding the issuing of a Senior Certificate to a candidate suspected of committing an irregularity:
 - (a) Firstly, it should be established whether the irregularity is due to the conduct of the learner or another person.
 - (b) If the learner is responsible for the irregularity, only those areas that can be proved to be irregularities can be dealt with, while the other areas must still be evaluated.
 - (c) If the irregularity is not due to the learner's action, the situation must be reconstructed to the previous position, i.e. the situation as it was before an irregularity was affected, and the marks allocated to the learner must be adjusted to the original position at the first possible opportunity.
 - (d) If the irregularity is in one of the papers of a subject, it will have an effect on the subject as a whole, but will not affect

the other assessed subjects.

- (3) Candidates who attend an irregularity hearing have the right to legal representation.
- (4) Should a candidate decide to have legal representation, the Department of Education (Provincial) should be informed of this intention three (3) days before the hearing to allow the Department to ensure appropriate Departmental representation at the hearing.

51. Dealing with irregularities: Guidelines

- (1) As a guideline Annexure K provides an example how these criteria should be dealt with.]

49A Dealing with irregularities: Minimum Norms and Standards

- (1) The Minister of Basic Education must establish the National Examination Irregularities Committee to support the provincial assessment bodies in ensuring that the credibility of the examination is maintained.
- (2) The Head of a Provincial Department of Education must establish a Provincial Examination Irregularities Committee to investigate irregularities and make recommendations to the MEC and the Head of Department.
- (3) Provincial Education Departments may establish District Assessment Irregularities Committees. The function of these committees will be to support and co-ordinate the handling of irregularities at a district level.

- (4) Independent assessment bodies must establish appropriate structures to handle irregularities.
- (5) The following steps must be followed regarding the issuing of a Senior Certificate to a candidate who wrote the public Senior Certificate examination suspected of committing an irregularity-
- (a) It should be established whether the irregularity was caused by the conduct of the candidate or that of another person.
 - (b) If the irregularity pertains to one of the examination question papers of a subject, the results of the subject as a whole will not be released, but this will not affect the release of the results of other subjects.
 - (c) If the irregularity was not caused by the candidate's actions and the candidate did not gain any advantage, the examination answer script must be marked and marks must be allocated as set out in the marking memorandum and the results must be released.
- (6) A candidates who attends an irregularity hearing may have legal representation.
- (7) Should a candidate decide to have legal representation, the Provincial Education Department must be informed of this intention three working days before the hearing, in order to allow the Department of Basic Education to ensure appropriate departmental representation at the hearing.
- (8) If an official is required to present him or herself at a disciplinary irregularity or hearing, a union representative may attend such a hearing as an observer.

49B Release of results under investigation: Minimum Norms and Standards

(1) Assessment bodies must ensure that irregularities are finalised before the results are released.

(2) In cases where the nature of the irregularity is such that it cannot be finalised before the results are released, the results of the relevant candidates must be withheld, pending further investigation.

(3) If a candidate is found guilty of an irregularity in one subject, only the results of that subject must be withheld.

(4) Candidates that are found guilty of an irregularity will have the irregularity recorded on the computer system and such information must be made available to all assessment bodies.

49C Dealing with irregularities: Minimum Norms and Standards

Details on how to deal with irregularities committed by learners in public schools and those learners in independent schools who opted for the public examination. are stipulated in Annexure H of the *Regulations Pertaining to the Conduct, Administration and Management of the Senior Certificate Examination*. Independent assessment bodies must have appropriate procedures as contemplated in Chapter 13 of the *Regulations Pertaining to the Conduct, Administration and Management of the Senior Certificate Examination*, and aligned with Umalusi directives, in order to handle irregularities pertaining to the conduct, administration and management of the internal assessment and external examination components of the Senior Certificate examination.

CHAPTER [13]10

SECURITY AND CONFIDENTIALITY

52. Security and confidentiality: Minimum Norms and Standards

[(1) Security of information and security of all venues utilised in the assessment process are of utmost importance. The assessment body must take all reasonable steps to ensure the security and confidentiality of the question papers, answer books/scripts, mark sheets and other assessment documents. At least the following areas of the examination process should, amongst others, be covered with at least the following effective security and confidentiality measures:

- (a) The drafting of the question papers;**
- (b) The dispatching of the question papers to moderators;**
- (c) The printing of the question papers by accredited providers;**
- (d) The safeguarding of the printed question papers;**
- (e) The separate storage of final printed question papers and printed back-up question papers;**
- (f) The keeping of a register of all people entering/exiting the restricted examination administrative areas; and**
- (g) Record keeping of all question papers going out and answer scripts coming in.**

(2) There will be national prescription in respect of a security and confidentiality agreement relating to examination matters, which

must be signed by all officials involved in managing and administering the examination.

- (3) All employees, including examiners and moderators, involved in the Senior Certificate examination, and having children of their own in Grade 12 must disclose information relating to their own children participating in the Grade 12 examination to the provincial department of education. The Head of the Department will make a decision with regard to the involvement of the official in the Senior Certificate examination for that year.]**
- (1) The assessment body must take every reasonable step to ensure the security and confidentiality of-
- (a) the examination question papers;
 - (b) examination answer books;
 - (c) examination answer scripts;
 - (d) mark sheets;
 - (e) other assessment documents; and
 - (f) the IT system or data base.
- (2) Effective security and confidentiality measures should be in place in the following areas of the examination process-
- (a) the setting and moderation of the examination question papers;
 - (b) the printing of the examination question papers;
 - (c) the storage of the final printed examination question papers, as well as the printed back-up examination question papers;
 - (d) persons entering or exiting restricted examination administrative areas;
 - (e) examination question papers handed over by the assessment bodies;

- (f) the distribution of examination question papers and the transfer of examination answer scripts to and from examination centres;
- (g) examination answer scripts of candidates under investigation;
and
- (h) the maintenance of the IT system.

(3) The security and confidentiality agreement relating to examination matters must be signed by all officials involved in managing and administering the examination process.

(4) Employees who are involved in the Senior Certificate examination, and who have immediate relatives in Grade 12, must disclose such information within a period of 18 months before the commencement of the final end-of-year Senior Certificate examinations to the relevant assessment body.

(5) The Head of the assessment body will make a decision with regard to the involvement of the official referred to in *subparagraph (4)* in the Senior Certificate examination for that year.

[53. Security and confidentiality: Guidelines

The use of outside agents or institutions in the examination process is a provincial responsibility and issues relating to security, cost-effectiveness and capacity building within the province must be taken into consideration before an outside agency or institution is engaged.]

52A The use of outside agents: Minimum Norms and Standards

The use of an outside agent or institutions in the examination process is the responsibility of the assessment body and issues relating to security, cost-effectiveness and capacity-building must be taken into consideration before an outside agency or institution is engaged.

CHAPTER [14] 11

[ACCESSIBILITY OF] ACCESS TO EXAMINATION AND CERTIFICATION INFORMATION

[54. Accessibility of examination information: Norms and Standards

[(1) Examination answer scripts and related documentation such as mark sheets and attendance registers must be filed for at least six (6) months from the date on which results are released, and thereafter they may be shredded except in cases where litigation is still in process, for example scripts of candidates involved in irregularities.

(2) Assessment bodies must use a good filing system for examination scripts and mark sheets, since access to these documents after the marking process may be necessary.]

[55. Accessibility of examination information: Guidelines

Scripts needed for re-checking, re-marking, finding of lost marks or resolving queries may be filed per subject, grade, paper, in centre order, etc.]

52B Access to examination information: Minimum Norms and Standards

(1) The Minister of Basic Education is the custodian of examination data.
The Director-General approves access to examination data by
members of the public.

(2) Assessment bodies must ensure that all examination material is properly archived to allow for easy retrieval for at least six (6) months.

(3) Assessment bodies must keep all examination answer scripts and other examination-related documentation for at least six (6) months from the date of the release of the examination results.

(4) Public assessment bodies may shred the examination answer scripts after six (6) months, unless litigation is still pending, or an investigation into irregularities has not been finalised.

52C Access to certification information: Minimum Norms and Standards

(1) The assessment body must submit approved candidate records for certification to Umalusi, subject to the directives issued by Umalusi.

(2) The assessment body must manage the certified certification records and transfer them to the historical certification records of the Department of Basic Education.

(3) The Department of Basic Education must ensure that there are back-up copies of the historical certification records of public assessment bodies.

(4) The assessment body must ensure stringent security measures during the following processes-

- (a) queries;
- (b) combination of results; and
- (c) verification of results.

(5) The assessment body must have secure methods, measures and procedures in place, in order to ensure safekeeping of examination records.

52D Accessibility of examination and certification information: Minimum Norms and Standards

Assessment bodies must ensure that examination answer scripts must be filed per subject, per examination question paper, and in centre order, for the purposes of re-checking, re-marking, viewing or resolving of queries.

**[CHAPTER 15
DOCUMENTS AND DOCUMENT CONTROL OF THE SYSTEM]**

[56. Documents and document control of the system: Norms and Standards

Documents printed by the computer system are the responsibility of the provinces. The Head of the Assessment Directorate or his or her delegated officials must check the signatures and the descriptions on these documents.]

[57. Documents and document control of the system: Guidelines

Documentation on the results of the computer system is essential for use by the provinces and should be available to them. This information is used for reference purposes in order to maintain and further develop the system.]

CHAPTER [16] 12

[COPIES OF] HISTORICAL [CERTIFICATION] RECORDS (ARCHIVING) AND DATA RETENTION

**58. Copies of historical certification records and data retention:
Minimum Norms and standards**

[Copies of historical certification records are a national asset and are the responsibility of the national Department of Education. The original documents of the assessment and certification process will be part of the provincial filing system and subject to the *National Archives of South Africa Act, 1996 (Act No. 43 of 1996).*]

(1) Copies of historical certification records of candidates who wrote the public Senior Certificate examination are a national asset and are the responsibility of the Department of Basic Education.

(2) Subject to the *National Archives of South Africa Act, 1996 (Act No.43 of 1996)*, the original documents of the assessment and certification process will form part of the provincial filing system.

(3) Copies of historical certification records of candidates who wrote the public Senior Certificate examination are a national asset and are the responsibility of the Department of Basic Education.

(4) Subject to the *National Archives of South Africa Act, 1996 (Act No.43 of 1996)*, the original documents of the assessment and certification process will form part of the provincial filing system.

58A Access to historical records: Minimum Norms and Standards

- (1) Access to historical records is an integral part of the functioning of any examination section.
- (2) The assessment bodies should have a computer infrastructure that can access the centralised historical database.
- (3) These records should be used for queries, the combination of results, and preparing data for verification for Umalusi with respect to the issuing of replacement certificates.

CHAPTER [17] 13

MINIMUM REQUIREMENTS FOR AN EXAMINATION COMPUTER SYSTEM, AND DOCUMENTS AND DOCUMENT CONTROL PERTAINING TO THE EXAMINATION SYSTEM

60. Minimum requirements for an examination computer system:
Minimum Norms and Standards

[An assessment body must formulate the minimum requirements for a computer program used in the assessment process.] A guideline to establish such minimum requirements is contained in **Annexure D**.

- (1) The Department of Basic Education or the accredited independent assessment body must establish the minimum requirements for a computer programme to be used in the examination process.
- (2) A guideline to establish such minimum requirements is contained in **Annexure D**.
- (3) The Department of Basic Education or the accredited independent assessment body must develop user requirement specifications which must be in line with the Umalusi specifications in order to facilitate certification.

60A Documents and document control pertaining to the examination system: Minimum Norms and Standards

- (1) Documents and reports printed by the computer system, relating to the examination, are the responsibility of the assessment bodies.
- (2) The Head of the assessment body or his or her representatives must check the signatures and the information on these documents.
- (3) Documentation of the computer system is the property of the relevant assessment bodies and should be available to them.
- (4) Documentation information is used for reference purposes and to maintain and further develop the system.

CHAPTER 14

AMENDMENT OF THE POLICY DOCUMENT, A RÉSUMÉ OF SUBJECTS FOR THE SENIOR CERTIFICATE, REPORT 550, TRANSITIONAL ARRANGEMENTS AND COMMENCEMENT OF POLICY

60B Amendment of the policy document, A Résumé of subjects for the Senior Certificate, Report 550

On 31 October 2014, the policy document, *National Policy on the Conduct, Administration and Management of the assessment of the Senior Certificate*, underpinned by the policy document, *A Résumé of instructional programmes in schools, Report 550 (2001/08)*, will be replaced by the policy document, *National Policy on the Conduct, Administration and Management of the Senior Certificate Examination* underpinned by the policy document, *A Résumé of subjects for the Senior Certificate, Report 550*.

60C Transitional arrangements

From July 2014, all adult learners 21 years and older with no previous Senior Certificate credits post 2014, adult learners with an incomplete Senior Certificate qualification, out of school youth 18-21 years old who could not complete their school education and Senior Certificate part-time repeaters with an expired School-Based Assessment component, may choose to offer the Senior Certificate.

60D Short title and commencement

This policy may be cited as *National Policy Pertaining to the Conduct, Administration and Management of the Senior Certificate examination* and will come into effect on the date of publication in the *Government Gazette*.

ANNEXURE A

ASSESSMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND ASSESSMENT

1. PRINCIPLES GUIDING ASSESSMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND ASSESSMENT

The following principles are applied in using differentiated methods of assessment to support learners who experience barriers to assessment:-

- (1) Reasonable accommodation and effective individualised support measures should be provided in environments that maximize the academic development of these learners on an equal basis with others (*Convention on the Rights of Persons with Disabilities, Article 24*);
- (2) Differentiation in assessment and accommodations are designed to equalise opportunities for all learners by addressing barriers which learners may experience;
- (3) Support for learners is to enable them to give a true account of their knowledge and/or skills;
- (4) The standard of assessment must not be compromised, nor should the learner be given an unfair advantage over his or her peers;
- (5) There should be high expectations of all learners;
- (6) It is important that differentiated assessment and/or accommodations are put into practice early and throughout learners' school career to give them the opportunity to realise their potential.

(7) Learners in need of accommodations should be identified as early as possible in order to put the necessary mechanisms in place and to accustom learners to the assessment method concerned before they are externally assessed.

2. ELIGIBILITY FOR ACCOMMODATIONS OR CONCESSIONS FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND ASSESSMENT

(1) Learners who are eligible for accommodations or concessions are:

(a) Those who have special educational needs arising from a disability, learning difficulty, learning disability, or behaviour and/or psycho-social disorder which creates a barrier to the learner achieving his/her potential in the assessment; or

(b) Those who during the assessment or examination period, experience medical, social, emotional or domestic challenges and who have addressed a direct submission to the Provincial Education Department Assessment Committee.

(2) Accommodations or concessions are not granted where the primary area of difficulty is with the language of learning, teaching and assessment due to the fact that this is not the home language of the learner.

(3) Determination of learners who are eligible for differentiated assessment and accommodations in Grades 10 to 12 should have been done as early as the Foundation Phase or at least by October of their Grade 10 year, except in a situation where the need arises at a later stage.

- (4) Cognisant of the fact that a learner's accommodation needs may change over time, the accommodations must be progressively re-evaluated.
- (5) The initial assessment will be conducted, in the case of public assessment bodies, by the Accommodation/Concessions Committee by using a system of screening, identification, assessment of barriers that has been approved by the Department of Basic Education.
- (6) The assessment of the learner must be verified and confirmed by the District-Based Accommodation/Concessions Committee. Together, the School-Based and the District Based Accommodation/Concessions Committee will determine the form and level of support required. The information on the prescribed forms plus the necessary documentation must be submitted to the Provincial Accommodation/Concessions Committee where, if approved, the necessary support will be captured on the Assessment and Examinations IT System.
- (7) The Provincial Accommodation/Concessions Committee will consider in its absolute discretion applications from learners who experience barriers to learning. In terms of the policy the decision as to whether an accommodation will be granted lies with the Provincial Education Department and its Accommodation/Concessions Committee and not with the practitioner who conducted the assessments or with the school.
- (8) An accommodation/concession decision may be appealed only once within two months of receipt of the original decision. Only the original application will be considered on appeal. No additional information will be considered. The Department reserves the right to request further assessment.

(9) The barrier experienced and the accommodation awarded must be clearly indicated on the candidate's registration form.

3. THE VARIOUS BARRIERS THAT MAY REQUIRE DIFFERENTIATED ASSESSMENT AND ACCOMMODATIONS

(1) Sensory Impairments

- (a) **Visual Impairment** which includes blindness and partial sightedness or low vision requiring adaptation of content, accommodations with regard to the format of the assessment as well as use of assistive technology. Colour blindness may pose a barrier that needs to be addressed through accommodations in this category.
- (b) **Deaf and Hard of Hearing** which can be measured on a continuum of intensity and can present barriers in terms of the acquisition of both receptive as well as expressive language competencies.
 - (i) In the case of **deaf learners**, their first language is Sign Language and assessment must make accommodations for the mode of examination as well as for certain adaptations in structure and content.
 - (ii) In the case of learners who are **hard of hearing**, depending on the extent of hearing loss, accommodations should make provision for both the mode of examination as well as for differentiated structure and content
- (c) **Deaf-blindness** is a condition in which the combination of hearing and visual loss in learners could cause severe communication and other developmental and educational needs. The accommodations for these learners must be

determined on a case by case basis and should include multiple approaches.

- (2) **Physical Impairments** may result in barriers to assessment because of impaired functioning of the hands, arms, legs, upper body and/or neck. Differentiation and accommodations must make provision for time allocations as well as the use of assistive technology or personal assistance.
- (3) **Speech or Communication Impairment** which involves an inability to speak and difficulty in expressing oneself can create barriers for some learners with physical sensory disability. Aphasia is such a condition which can impair both receptive and expressive speech. Accommodations need to be applied in oral assessments.
- (4) **Learning Difficulties** refer to a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas (such as understanding, interpreting, transferring knowledge or skills, receptive or expressive language, spelling, grammar, following directions, spatial relations, numbers, etc.). Grade 10-12 learners who experience learning difficulties may either offer the Senior Certificate programme as stipulated in *paragraphs 26 to 32 and 35 to 38 of the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, or the *Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6 and 8 of the said document*.
- (5) **Expressing own knowledge in written form, particularly difficulty with spelling and/or grammar** - functional difficulties that can present themselves in various degrees but may be such that it is almost impossible to evaluate the learner's written work. The

difficulties may involve spelling which is so poor that it is impossible for the assessor to understand the work presented by the candidate or the way the candidate may express him/herself by using phonetic spelling (particularly in English), which however, can still be deciphered. These learners include those who have been diagnosed with dyslexia.

(6) Difficulties with numbers and numerical concepts that manifest as: mathematics anxiety and dyscalculia and is as a dysfunction in the reception, comprehension, or production of quantitative and spatial information.

(7) Behaviour and Psycho-Social Barriers can become a barrier in assessment when it has been diagnosed as either a mild or a severe behaviour or psycho-social disorder where the learner needs support to mediate the barriers that they experience in assessment. These difficulties may be temporary (e.g. responding to a recent traumatic experience) or long-lasting. Learners on prescribed medication may be affected by drowsiness, thirst, visual and/or coordination difficulties.

(8) Autistic Spectrum, Anxiety and Attention Deficit Disorders are conditions where learners may become disorientated during assessment and/or examinations, thus preventing them from answering the question paper to the best of their ability. Accommodations include assistance either with planning or through consistent encouragement and monitoring to prevent them from giving up and handing in incomplete assessment work or examination scripts.

(9) Specific Medical Conditions might also require differentiation or accommodations, for example severe diabetes, epilepsy, chronic pain, back injury and HIV and AIDS.

4. MECHANISMS FOR DIFFERENTIATION AND/OR ACCOMMODATIONS

Depending on the severity of barriers experienced, the following options can be available at the discretion of the Provincial Assessment Committee:

Differentiation Strategy or Accommodations	Visual impairment/c blindness	Deaf/ Hard of Hearing/ Deaf Blind	Physical Barriers	Learning Difficulty	Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders	Limited Functional Speech	Other Medical Conditions
Adaptation of questions	✓	✓	✓	✓		✓	
Additional Time	✓	✓	✓	✓	✓	✓	✓
Digital Player/Recorder	✓		✓	✓	✓	✓	
Braille	✓						
Computer/ voice to text/ text to voice	✓	✓	✓	✓	✓	✓	✓

Differentiation Strategy or Accommodations	Visual impairment/colour blindness	Deaf/Hard of Hearing/Deaf Blind	Physical Barriers	Learning Difficulty	Behaviour, Anxiety, ADD/ADHD/Autism/Psychological Social Disorders	Limited Functional Speech	Other Medical Conditions
Enlarged Print	✓		✓				
Handwriting	✓		✓	✓	✓	✓	✓
Medication/food intake	✓		✓				✓
Oral examination	✓	✓	✓	✓	✓	✓	✓
Personal assistant			✓				✓
Prompter				✓	✓		
Reader	✓	✓	✓	✓			✓
Rest Breaks	✓	✓	✓	✓			✓
Scribe	✓	✓	✓	✓	✓	✓	✓
Separate Venue	✓	✓	✓	✓	✓	✓	✓
Sign Language		✓					

Differentiation Strategy or Accommodations	Visual impairment/c colour blindness	Deaf/ Hard of Hearing/ Deaf Blind	Physical Barriers	Learning Difficulty	Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders	Limited Functional Speech	Other Medical Conditions
Interpreter							
Spelling		✓		✓		✓	
Transcription of Braille	✓						
Video/DVD recorder/Webcam		✓				✓	

Please note that all separate venue accommodations require an invigilator and a recording of the examination session to be made and submitted with the examination script

- (1) Additional time will be granted as follows:
 - (a) Physical Disability/Repetitive Strain Injury – 5 to 10 minutes per hour to accommodate slower writing speed.
 - (b) Learning Disability - 20 minutes per hour for perusal/formulating/writing/ checking answers.

- (c) Chronic Pain - 15 minutes per hour for standing and/or moving around.
 - (d) Vision Impairment - Double time for learners who are blind, and time and a half for learners who have low vision.
 - (e) Hearing Loss - 20 minutes per hour for perusal/formulating/writing/checking answers.
 - (f) Any other disability not identified in the above list, may use the above-mentioned time allocation, not exceeding 20 minutes per hour.
- (2) Use of a person as additional support during assessment
- (a) Use of a Reader**
 - (i) A reader refers to a person who reads all text in an examination paper to a learner. This method is used with candidates with poor reading skills causing tension and loss of time.
 - (ii) The learner may request sections of text to be reread.
 - (iii) The reader should preferably be a qualified teacher, but not necessarily from the same centre and could be drawn from a panel of readers identified and trained by the Provincial Education Department. The reader remains neutral and impartial when reading the question paper.
 - (iv) The reader can read the text to one or more candidates simultaneously. Both the reader and the candidates have question papers.
 - (v) A separate room or venue is required for this accommodation

- (vi) A rest break not exceeding 20 minutes after two hours may be considered and a ten minute rest break for every hour exceeding a two hour paper.

(b) Use of a Scribe

- (i) A scribe writes down verbatim the responses that the learner dictates orally or through a sign language interpreter. This will happen in cases where the learner's reading/writing ability prevents him or her from giving a true account of his or her knowledge and/or competence or where the learner cannot write the examination question paper due to the severity of a disability.
- (ii) A scribe should be an educator, but should not be a member of staff of the centre concerned, nor may the scribe be related to the candidate.
- (iii) A scribe could be drawn from a panel of readers identified and trained by the Province.
- (iv) A separate room or venue is required for this accommodation
- (v) A rest break not exceeding 20 minutes after two hours may be considered and a ten minute rest break for every hour exceeding a two hour paper.

(c) Use of a Personal Assistant

- (i) A learner who requires assistance in personal and/or practical ways during the course of an examination may require a personal assistant. The personal assistant may be required to provide assistance with

manual tasks at the learner's instruction, e.g. turning pages, inserting a disk into the computer, removing the learner's jacket as well as with personal care tasks during rest breaks.

- (ii) The personal assistant may be familiar with the learner, but must not teach the subject.
- (iii) The personal assistant should not discuss any matters with the learner during the assessment session or examination unless it relates to the learner's need for personal care or assistance with manual tasks.
- (iv) A separate venue is required for this accommodation

(d) Use of a Prompter

- (i) The function of a prompter is to refocus a learner who is easily distracted. This may be done using a verbal or physical cue.
- (ii) The prompter may not interfere with the learner's answers to the examination
- (iii) A separate venue is required for this accommodation.

(3) Use of Computers/Word Processors in Non-IT Assessments

- (a) Learners may be given approval to utilise a computer to present their answers in typed form.
- (b) Standard formatting is acceptable but the computer may not contain any stored information, nor may a database be utilised. A learner may not utilise predictive text software, grammar check, spell check or a thesaurus. Where there is

more than one learner in a venue using a computer, the computers may not be connected to each other or to the intranet or internet.

- (c) The work must be printed out at the end of the assessment and the learner must verify that it is his or her work. Access to a printer is therefore essential.
- (d) A separate venue is required for this accommodation.

(4) Accommodations that require **alternate formats, differentiated content, accommodations in marking and ad hoc arrangements**

- (a) Braille
 - (i) When the learner has been educated using Braille, examination papers must be provided in the appropriate Braille code.
 - (ii) Prior to translation into braille, the examination papers must be adapted by examiners working in collaboration with experts in education for learners with visual impairment.
 - (iii) Debrailleing must be done under controlled circumstances.
 - (iv) During the marking process, the adapted memoranda as well as braille experts must be available.
- (b) Enlarged Print

Papers in enlarged print must be made available on hard or in electronic copy for learners who require this.
- (c) Handwriting

A handwriting accommodation means that a sticker is placed on the answer script of each learner who has been granted this accommodation. This indicates to the marker that untidy writing must be accommodated.

(d) Spelling

(i) A spelling accommodation is awarded when there is a significant discrepancy between the chronological age and spelling age of the learner and the learner's ability to express thoughts adequately is thus compromised.

(ii) A spelling sticker is placed on the answer books of each learner who has been granted this accommodation. The marker must ignore the spelling as long as what is written is phonetically correct.

(iii) Please note that the languages in Paper 1 where textual editing is examined and spelling is part of content knowledge required at Grade 12 level, spelling will count.

(e) Medication / food intake

Learners may require an opportunity to take medication during an examination and/or have access to food and beverages used to maintain sugar levels and treat low blood sugars. Rest breaks should also be applied for in conjunction with this accommodation. A separate venue is usually required when this accommodation is granted.

(f) Rest breaks

A rest break is a period of time when the learner is not required to be at his/her desk but must remain in the examination venue. Rest break time does not count as extra

writing time. The rest break time used will be added to the examination session. A separate venue with invigilation may be required for this accommodation.

(g) Specific Equipment

The Head of the assessment body or his or her representative must be notified of any specific equipment required. In circumstances where the use of specific equipment may distract others a separate venue may be requested

(h) *Ad hoc* support

- (i) *This* applies in cases of pregnancy or in cases of injury, trauma, hospitalisation and imprisonment just before or during assessment or external assessment.
- (ii) Should it become necessary for a learner to have access to an adaptive or alternative assessment procedure due to one or more of reasons contemplated in *subregulation (3)*, an *ad-hoc* decision should be taken by the Head of the assessment body or his or her representative at that time.
- (iii) Support will include arrangements for learners to write in a venue other than the assessment centre at which the learner is registered or the postponement of assessment until the supplementary or following examination/ assessment period.
- (iv) In emergency cases, documents may be delivered three (3) days after the decision has been taken.
- (v) The Head of the assessment body or his or her representative may change the original decision

within three (3) working days if no valid documents have been presented.

5. Responsibility for ensuring fair assessment of learners experiencing barriers to assessment

(1) Responsibilities of School

- (a) The principal of the school is responsible for the overall management of support for learners in need of differentiated assessment and accommodations.
- (b) The School-Based Committee is responsible for identifying the learners, completing the application forms, attaching all the relevant supporting documents, forwarding the documentation to the District-Based Accommodation/Concessions Committee and implementing the decision of the District-Based Accommodation/Concessions Committee.

(2) Responsibilities of the District/Region

- (a) The District-Based Accommodation/Concessions Committee must review the applications and forward it to the relevant sub-structure of the District-Based Accommodation/Concessions Committee viz. the sub structure that deals with differentiated assessments and accommodations, evaluate the recommendations by the sub structure, and forward the decision to the Provincial Based Accommodation/Concessions Committee.
- (b) The District-Based Accommodation/Concessions Committee must identify a panel of scribes and readers or any other

persons required to assist the learners during the assessment and the examinations.

(3) Responsibilities of the Provincial Structure

- (a) The Provincial Based Accommodation/Concessions Committee must review the applications and forward the applications for differentiated assessment and accommodations to the sub-structure of the Provincial Based Accommodation/Concessions Committee for a thorough evaluation and recommendations.
- (b) The Provincial Based Accommodation/Concessions Committee must make a final decision and submit recommendations per learner to the Director: Assessment and Examinations indicating the specific differentiated assessment and accommodations required.
- (c) The Provincial Based Accommodation/Concessions Committee must ensure that the panel of readers and scribes are trained annually prior to the writing of the examinations.
- (d) Scribes and readers or any other persons required to assist the learners during the assessment and the examinations must be remunerated in terms of the tariff as stipulated in the PAM.

(4) Responsibilities of the Director: Assessment and Examinations

The Director: Assessment and Examinations must ensure that all the decisions regarding differentiated assessment and accommodations are implemented.

(5) Procedural Arrangements, Applications and Data Management

- (a) Accommodations/support mechanisms must as far as reasonably practical be introduced as early as possible in the learner's school career and not only during end of year examinations. Accommodations/Concessions Committees must include the following officials: Curriculum, Assessment and Examinations, Inclusive Education and a Legal representative.
- (b) Accommodation applications require a holistic profile of the candidate. To ensure prompt processing of the application please refer to the table below and submit all of the required documentation

Barrier to Learning	Support Needs Assessment Forms (SIAS)	Psycho-educational assessment	Medical Report	Supporting historical evidence	Teacher comments	School Report	School Samples
Visual impairment/colour blindness	✓		✓	✓	✓	✓	
Deaf/ Hard of Hearing / Deaf	✓		✓	✓	✓	✓	

Blind							
Physical Barriers	✓		✓	✓	✓	✓	✓
Learning Difficulty	✓	✓	✓	✓	✓	✓	✓
Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders	✓	✓	✓	✓	✓	✓	✓
Limited Functional Speech	✓	✓	✓	✓	✓	✓	✓

- (b) Parents should be informed of the support or accommodations in assessment planned for the learner.
- (c) Application for accommodations must be made on the prescribed forms by the school as determined by the province.

- (d) The assessment directorate must respond within three months of the application being received by the Department of Basic Education.
- (e) Braille of documents and examination question papers will be managed timeously by the school in the grades below Grade 12 or the Department of Basic Education in the case of Grade 12.
- (f) Security arrangements to secure the end-of-year examination papers must apply during the adaptation process and all persons involved must sign confidentiality forms.
- (g) The personal profile of learners on the IT system may include the barrier experienced and the accommodations required by learners.
- (h) An independent assessment body may determine its own procedural arrangements, applications and data management.

ANNEXURE B

PRACTICAL EXAMINATION IN COMPUTER APPLICATIONS TECHNOLOGY AND INFORMATION TECHNOLOGY

1. Computer laboratories should be visited by the assessment bodies accompanied by IT support staff to ensure that the infrastructure is compliant with the Practical Examination guideline document. This must be done six (6) weeks prior to the commencement of the final Senior Certificate examination.
2. The security measures to be taken in the subjects Computer Applications Technology (CAT) and Information Technology (IT), comprise three phases, namely the computer laboratory certification, the invigilation during the examination sitting, and the verification of CDs/DVDs.
3. Local authorities should be informed about the examination timetable at least six (6) weeks prior to the examinations to ensure that load shedding is not applicable.
4. The following measures must be taken during the computer laboratory certification process-
 - (1) One day prior to the examination in Computer Applications Technology and in Information Technology, the specific centre and/or network shares to be used for these examinations should be off limits to all candidates.
 - (2) All electronic equipment in respect of Computer Applications Technology and Information Technology at the school should be inspected prior to the examinations, for example the electricity

cables and wall connections must be in good working order. This may prevent a power failure caused by defective electrical apparatus. Preferably each computer room should be on its own circuit breaker as strenuous load, for example, due to air conditioners create problems.

- (3) All hardware and software must be checked to ensure working condition. Computers/Networks must be virus-free. Anti-virus software must be updated shortly (at least one day) before the examination.
- (4) Only approved hardware configurations and versions of software, as specified by Practical Examination guidelines, may be used and certified. Only legal copies of software may be used.
- (5) The Computer Applications Technology and/or Information Technology invigilator must ensure that all computers are “clean”. No program or documents, (other than those required by the said examination), hidden files and/or examples of any kind may be stored or be accessible on the hard disks or the network.
- (6) E-mails and/or messaging systems must be de-activated during the examination.
- (7) Security should be in place to prevent candidates from accessing any other computers, folders and/or documents other than those required by the said examination. In the case of peer-to-peer networks or where learners store on local hard drives, all network communication devices must be switched off. This includes wireless and wired network connectors such as switches and routers.

- (8) Passwords, which are familiar only to the invigilators, should be used as a security measure during the examination session.
- (9) If an examination is conducted in two sessions, technical support person/teacher must ensure that all computers are clean when the second session starts. This includes emptying the recycle bin. Candidates from two sessions should not make contact.
- (10) Printing certain work may be required by the examination paper. Ensure the following-
- (a) printers are installed;
 - (b) Printers must print clearly.
 - (c) Use new cartridges, if possible.
 - (d) The assessment body is responsible for supplying sufficient suitable paper for printers.
- (11) Ensure that the following settings for each computer are correct and in keeping with South Africa-
- (a) date and time; and
 - (b) regional settings (South Africa).
- (12) Compact disks or related storage media:
- (a) The assessment body must supply each examination centre with at least three (3) CDs/DVDs or related storage media (one for backup) per mark sheet sent to the school on which to save the candidate's work on.
 - (b) One CD/DVD containing the candidates' saved answers must be submitted immediately after writing to the relevant assessment body and two (2) duplicate backup CDs/DVDs kept at the centre.

- (13) Peer-to-peer networks do not provide the same level of security as server-based networks. Therefore, the use of peer-to-peer networks is discouraged and schools should disconnect the network cables for the duration of the examination and use the computers as stand-alone machines.
- (14) On some networks, it is possible to keep a log of access to folders. If the network makes use of this facility, it should be activated during the examination and retained after the completion of the examination, should any queries concerning irregularities arise.
- (15) There should be at least two (2) additional computers and one (1) additional printer available as backup.
- (16) An experienced Computer Applications Technology or Information Technology invigilator must be present during all practical sessions, so that he or she can provide the necessary technical assistance if computers are faulty. This invigilator is NOT part of the invigilation team and may not work on any computer during the writing session, unless to provide technical assistance.
- (17) Invigilation

Additional invigilators should be present in accordance with Table 1:

Table 1

Number of candidate	Computer Applications Technology/Information Technology teacher	Invigilators	End-of-session assistance	Total number of invigilators during the end of the session
Less than 10	1	1	1	3
10 – 25	1	2	2	5
26 – 40	1	3	3	7
More than 40	2	4	4	10

(18) All security processes must be carried out under the supervision of the chief invigilator.

(19) No cellphones, manuals and/or electronic documents are allowed inside the examination centre, unless otherwise specified by the Department of Basic Education and the assessment body.

(20) Candidates may use the help functions on the computer.

(21) Where candidates may have visible access to adjacent computers, dividers between workstations must be set up.

5. Procedure during the examination session

- (1) Invigilators play a vital role in ensuring that no copying of any kind takes place. Therefore, it is crucial that all supervisory requirements are strictly adhered to.
 - (2) The additional assistant used at the end of the session (last 30 minutes of the session) must assist with printing (if required) and verifying that candidates' files are written to CDs/DVDs and are saved correctly and ensure that all candidates' files/folders saved on the CDs/DVDs can be accessed afterwards. In the event of stand-alone computers, invigilators must use flash drives to retrieve all candidates' work from the individual workstations. Invigilators must ensure that no editing or keying in takes place after the examination time has elapsed.
 - (3) Candidates should save their work at regular intervals, e.g. every 10 minutes. In addition, auto save recovery options should be set to every five minutes.
6. If a power failure occurs during the examination, the following procedure should be followed-
- (1) Candidates are to remain in the computer room until the power supply has been restored or two (2) hours have elapsed.
 - (2) Candidates may not communicate with each other while waiting for the power supply to be restored.
 - (3) The time lost during the power failure should be allowed as additional examination time.

- (4) If, after two hours, the power supply has not been restored yet, the examination should be rescheduled.
 - (5) The Department of Basic Education and the assessment body should be informed of the power failure immediately.
 - (6) When a power failure occurs, the centre manager should inform the local authorities immediately. He or she should also ascertain, if possible, how long the power failure is likely to last.
 - (7) The disks with the work completed by the candidates are to be handed in and submitted to the assessment body.
 - (8) In the case of an examination being cancelled due to a power failure, the candidates should write the backup examination question paper on another date.
 - (9) In the event where two examination sessions are scheduled during an examination, namely in the morning and afternoon, the above procedure applies to both sessions.
7. In the event of a computer breakdown during the examination, the following procedure should be followed-
- (1) Candidates must be moved to backup equipment immediately, and appropriate additional time must be provided to the candidates concerned. A maximum period of 10 minutes must be provided in cases where the work has not been saved by the candidate.
 - (2) No additional time will be allowed for work lost that was not correctly saved.

- (3) Candidates must complete the examination question paper within the set time.
 - (4) Only the printing, saving of learners' work to CD/DVD and testing of CDs/DVDs will be allowed after the set time has elapsed.
 - (5) Printouts
 - (a) Invigilators must take all precautionary measures to ensure that the candidates' files are written to CD/storage media and are able to be opened correctly.
 - (b) Any printouts as required by the examination question paper must be handed in to the invigilator.
 - (c) In certain instances, candidates may print their work to show evidence of work done, in the case of software failure. This must then be submitted with a letter giving an explanation as to what happened.
 - (d) No printouts are allowed to leave the examination room.
8. In the event where two sittings per day take place, the following procedure must be followed-
- (1) The responsible teacher will divide the candidates into two groups.
 - (2) Group 1 will complete the examination during the first sitting and Group 2 will complete it during the second sitting.
 - (3) Candidates in Group 2 must meet at least one hour before the end of the first sitting. They will be supervised and escorted to the computer room before the start of the second sitting and after all the candidates from the first sitting have left the computer room.

(4) No candidate may leave the examination room before the end of the examination session.

(5) No contact between the two groups is permitted during either of the two sessions.

9. Responsibilities of candidates

(1) Each candidate must fill in his or her examination number, the examination centre number and the workstation number as well as complete the information sheet and/or folder accompanying the examination question paper.

(2) Candidates must further indicate what software packages they have used in completing the examination question paper.

(3) Ensure that each candidate has saved his or her work and that it is available on the disk/storage media/folder provided by the assessment body.

(4) These disks or storage media must be submitted, together with the printouts (if applicable) to the examination section of the assessment body.

(5) After completion of the examination, the candidates must make sure that each file is stored in his or her examination folder and that each file opens from the storage media.

(6) Where two groups of candidates will use the same computer and printer, it is essential that the first group of candidates close all their

files on the computer and remove all printouts before [the] that computer and/or printer is used by the next group of candidates.

10. After the practical examination session, the following procedure must be followed-

(1) The responsible invigilator must make two (2) backup or duplicate copies of candidates' work on relevant storage media. One disk must be sent to the marking centre and two (2) disks must be kept by the assessment body.

(2) After each CD/DVD has been written, the invigilator/teacher must ensure that all folders/files can be accessed and opened.

(3) Printouts required and disks must be handled in the following way-

(a) Each printout must have the candidate's examination number inserted as a header.

(b) Check that the printouts of a candidate are in the correct order, if applicable. Only one printout per question must be submitted.

(c) Place the candidate's information sheet, printouts and disk in a specially designed examination folder (standardised format). This will not be applicable if all the candidates' folders are written to one CD/DVD.

(d) The examination number and the centre number must be clearly indicated on all media submitted to the assessment body.

(e) Organise all folders numerically and place them in a marked box/bag.

(f) Answers to questions will be marked from the disks or storage media, therefore it is essential that disks or storage media reach the marking centre intact.

11. All CDs/DVDs must be verified for completeness and accessibility of all files/folders by the assessment body BEFORE the marking commences.

ANNEXURE C

APPOINTMENT OF MARKERS

1. An excerpt from the Personnel Administration Measures

“4.3 In respect of setting of an examination question paper where no suitable candidate can be recruited with the set minimum qualifications or experience, the Director-General (Education) may approve the appointment of a suitable candidate with other appropriate post school qualifications or with less than the required experience, after consultation in this regard with the relevant teacher unions. The final decision with regard to the appointment of examiners and internal moderators rests with the Director-General.” (*Personnel Administration Measures (PAM)*, pp. 104 & 105).” (*Refer to a paragraph*)

Markers are appointed in terms of the Personnel Administration Measures (PAM). The criteria for the appointment of markers are as follows:

“4.4 The criteria to qualify for appointment as markers (including senior markers, deputy chief markers and chief markers) should, in addition to those referred to in *paragraph 4.1* of the PAM document, include the following:

(1) a recognised three-year post school qualification, which must include the subject concerned at second or third year level or other appropriate post matric qualifications;

(2) appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned;

- (3) language competency; and
- (4) in addition to the above criteria, preference should be given to serving teachers who are presently teaching the subject concerned.

The provision in *paragraph 4.2* of the PAM document for the relaxation of requirements in respect of qualifications and experience also applies in respect of these appointments.

The selection of markers for a specific examination question paper should be carried out by a panel comprising:

- (1) the chief examiner;
- (2) relevant departmental officials; and
- (3) teacher unions (as observers).” (*Personnel Administration Measures (PAM)*, p.105).

2. Payment of Markers

This section is applicable only to public schools

Marking related payment will be amended on an annual basis in accordance with the *Personnel Administration Measures (PAM)* and adjusted as per CPIX.

ANNEXURE D

MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

1. Browse information on files: Must enable the user to browse through information available on all data files, e.g. look through the names of candidates registered at a specific centre, in order to find a specific candidate's information.
2. Entries: Candidates' entries are registered per examination by means of approved off-line systems, or directly within the on-line environment. Full candidate validation takes place in accordance with the rules and regulations, as set out by the Department of Basic Education.
3. Mark sheets: The generation of mark sheets, as well as the capturing and controlling of mark sheets. The mark sheets are furthermore printed with bar codes for controlling the flow of mark sheets at strategic points.
4. Examination results: All results are processed by the computer system, in accordance with the rules and regulations, as set out by the Department of Basic Education and Umalusi.
5. Standardisation of marks: A process used to adjust the marks, using qualitative and quantitative data and reports as set out per Umalusi directives.
6. Subject information: All subject and examination question paper information is carried forward from the previous examination and, where required, changes are made. Subject information has a direct influence on the validation of candidates' entries, candidates' promotion, as well as on

conversion, examination packing material, timetables, admission letters, etc.

7. Irregularities: Candidates found guilty of irregularities are suspended individually or per examination centre. This sub-system controls the correspondence with regard to, and investigations into these irregularities.
8. Region, or Examination centres: All examination centres are registered and allocated to a region and district, as well as according to their respective provinces.
9. Candidates' documentation history: Candidates, who enter on a continuous basis (repeaters) and apply for certification, are processed along with their historical information for possible combination certification.
10. Document issuing and issues: Enquiries with regard to all system documents issued or controlled by the Department of Basic Education via the computer system.
11. Preliminary number of candidate entries: Documentation should be available to be used by management to gauge the number of candidate entries per school, with a view to planning, budgeting and stationery requirements.
12. Re-marking and re-checking: When a candidate applies for re-marking or re-checking, his or her marks are suspended and re-marking or re-checking takes place.
13. Packaging of stationery/examination question papers: Reports are generated to assist with the packaging and distribution of examination

question papers, as well as with examination stationery supplied by the Department.

14. Statistics: All statistics pertaining to pass and failing rates, entry irregularities, etc., can be extracted per province, per region, or at a national level, and made available for the purpose of media releases, or for use by subject advisors, planners and management.
15. Timetable: Dates, times and the duration of each examination question paper are maintained for candidate admission letters, payment of examiners, etc.
16. System parameters and system index maintenance: Standard/generic information used, etc., are maintained by the systems administrator.
17. Examination marking claims: Control and payment of examiners for bulk marking sessions by means of a cheque or direct payment is managed by the Provincial Education Department.