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### GENERAL NOTICE

#### Education, Department of

##### *General Notice*

- 878 National Education Policy Act (27/1996) and South African Schools Act (84/1996): Call for written submissions from stakeholder bodies and members of the public on the Draft National Policy Document: The Conduct, Administration and Management of the National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF).....

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## GENERAL NOTICE

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### NOTICE 878 OF 2006

#### DEPARTMENT OF EDUCATION

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

#### THE CALL FOR WRITTEN SUBMISSIONS FROM STAKEHOLDER BODIES AND MEMBERS OF THE PUBLIC ON THE DRAFT NATIONAL POLICY DOCUMENT: *THE CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NATIONAL SENIOR CERTIFICATE: A QUALIFICATION AT LEVEL 4 ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)*

#### 1. BACKGROUND

The draft national policy document on *the conduct, administration and management of the National Senior Certificate* has been developed with the aim of managing the implementation of the National Senior Certificate, and to form the basis for the development of regulations

#### 2. INVITATION TO COMMENT

I, Grace Naledi Mandisa Pandor, Minister of Education, intend to declare policy in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and *Sections 6(A) and 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)*, and accordingly invite stakeholder bodies and members of the public to comment on the draft national policy document: *The conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* as set out in the Schedule.

### 3. SUBMISSIONS

It would greatly assist the Department of Education if all submissions could be prepared under the headings below. If you do not wish to comment under a particular heading, please indicate "No comment".

- 3.1 Chapter 1: Introduction
- 3.2 Chapter 2: Functions accorded to various quality assurance and assessment bodies
- 3.3 Chapter 3: Conduct of internal assessment
- 3.4 Chapter 4: Recording and reporting of assessment in the National Senior Certificate
- 3.5 Chapter 5: Learners to be assessed
- 3.6 Chapter 6: Preparation for the National Senior Certificate examination
- 3.7 Chapter 7: Conducting the assessment
- 3.8 Chapter 8: The marking process
- 3.9 Chapter 9: Processing of marks
- 3.10 Chapter 10: Re-marking and re-checking of scripts
- 3.11 Chapter 11: Viewing of examination scripts
- 3.12 Chapter 12: Dealing with irregularities



- 3.13 Chapter 13: Security and confidentiality
- 3.14 Chapter 14: Accessibility of examination information
- 3.15 Chapter 15: Document and document control of the examination system
- 3.16 Chapter 16: Historical records (archiving) and data retention
- 3.17 Chapter 17: Minimum requirements for an examination computer system
- 3.18 General comments

#### **4. CLOSING DATE**

The closing date for the receipt of comments is **Friday, 11 August 2006**.

#### **4. ADDRESS FOR SUBMISSIONS**

Please send or deliver your submission to:

**The Deputy Director-General (Further Education and Training)**  
**Department of Education**  
**Attention: Ms Z. Govender**  
**Room 930**  
**Sol Plaatje House**  
**123 Schoeman Street**  
**PRETORIA**

Or

**Private Bag X895**

**PRETORIA 0001**

Or

**Fax: (012) 312-5309**

**Tel: (012) 312-5303**

**E-mail: govender.z@doe.gov.za**

GNM Pandor, MP

Minister of Education

# **SCHEDULE**



education

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Department of Education  
REPUBLIC OF SOUTH AFRICA

**DRAFT NATIONAL POLICY ON THE CONDUCT,  
ADMINISTRATION AND MANAGEMENT OF THE  
NATIONAL SENIOR CERTIFICATE: A  
QUALIFICATION AT LEVEL 4 ON THE  
NATIONAL QUALIFICATIONS FRAMEWORK  
(NQF)**

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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 specifically indicated in this text.

### **Administrative errors**

#### **or omissions**

means irregularities that are of a technical nature, where the candidate or an examination official unintentionally fails to follow the prescribed administrative procedure. The learner may be disadvantaged by this error or omission.

### **Behavioural Offence**

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 examinations.

### **Candidate**

a person or learner who has entered for an examination.

### **Chief Examiner**

is a person responsible for the setting, translation, editing and final proof-reading of an 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 for which the person was appointed.

### **Chief Invigilator**

is the Principal of a registered examination centre or another person specifically appointed in that capacity who is accountable and responsible for the administration of the

examination of the National Senior Certificate (NSC) and other related assessment matters, at the examination centre.

**Chief Marker**

is the person overall responsible for the final marking of an external examination paper written under the auspices of an examination body accredited by Umalusi.

**Deputy Chief Examiner**

is the person assisting the Chief Examiner with the setting, editing and final proof-reading of a national external examination 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 examination paper.

**Deputy Chief Marker**

is the person who assists the Chief Marker with the final marking of an external examination paper.

**Examination Body**

The Department of Education or any other independent body registered with Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.

**Examination Centre**

A centre registered by a provincial education department or by an accredited examination body in terms of *Section 18 of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

**Examination irregularity**

means any event, act or omission, and any alleged event, act or omission, which may undermine or threaten to undermine the integrity, credibility, security, or the fairness of the examination process.



<b>Examination Process</b>	includes the total process of examination that commences with the registration of candidates, the setting of the examination question papers, moderation, the security and integrity of such examination, the marking and processing of results and the certification thereof.
<b>Examination Sitting</b>	is either a main examination sitting during October to November each year or a supplementary examination sitting.
<b>Full-time candidate</b>	is a learner who has enrolled for tuition and who offers a National Senior Certificate (NSC) in a full-time capacity at a public or independent school or any other registered institution and who presents at least seven (7) subjects in terms of the National Senior Certificate (NSC). Such a candidate must fulfil all internal assessment requirements, including oral and practical requirements where applicable.
<b>Grade</b>	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.
<b>Head of Department</b>	refers to the Head of a provincial education department.
<b>Head of the Institution</b>	refers to the person appointed as Principal or acting as principal of a school or the head of any other registered learning institution.

**Independent****School or****Learning Institution**

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 examinations under the auspices of a provincial department of education or accredited examination body.

**Internal Assessment**

means any assessment conducted by the provider, the outcomes of which count towards the achievement of the National Senior Certificate. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment.

**Investigation**

encompasses all activities relating to the collection of evidence in respect of a reported irregularity. This may include interviews or submission of written reports from various examination officials, candidates or any other person that may assist in providing information on the reported irregularity. All investigations must be conducted under the auspices of the Provincial Examinations Irregularities Committee (PEIC) and reported to the Head of Department.

**Invigilator**

is a person appointed and responsible for the conduct of an examination or related examination activity at the examination centre. Invigilators are teachers, deputy principals or reputable members of the community.

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<b>Learner</b>	refers to any person, including part-time learners, receiving education at a public or independent school or learning institution.
<b>Learner portfolio</b>	means the collection of the learner's work that is used to compile his or her internal assessment mark.
<b>Marker</b>	is the person who is appointed to mark an examination question paper.
<b>MEC</b>	the member of the Provincial Executive Council responsible for Education.
<b>Moderator</b>	a person, body or organisation that ensures that the examination complies with the requirements set out in the Subject Assessment Guidelines of the various subjects listed in the National Curriculum Statement Grades 10-12 (General).
<b>NEIC</b>	means the National Examinations Irregularities Committee established by the Department of Education to coordinate the handling of irregularities by the provincial departments of education.
<b>National Senior Certificate</b>	A qualification at Level 4 on the National Qualifications Framework (NQF) that will be awarded in 2008 for the first time to Grade 12 candidates who comply with the national policy requirements set out in the policy document, <i>The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)</i> .

<b>Part-time candidate</b>	is a person who does not receive full-time tuition, and will be allowed to register for a maximum six (6) of the seven (7) required subjects for the NSC in a single examination sitting. Part-time learners must fulfil all internal assessment requirements, including oral and practical requirements where applicable.
<b>PEIC</b>	is the Provincial Examinations Irregularities Committee established by the provincial department of education to investigate, conduct hearings regarding internal and external assessment irregularities and make recommendations to the Head of Department.
<b>Personnel Administration Measures (PAM)</b>	is the policy document which outlines and governs the remuneration and other service conditions of teachers employed in terms of the <i>Employment of Educators' Act, 1998 (Act No. 76 of 1998)</i> .
<b>Private candidate</b>	a learner who has enrolled at a private institution that does not offer tuition on full-time basis. A private candidate may enrol for any number of subjects in one examination sitting. Private candidates must comply with the internal assessment requirements of the National Senior Certificate including evidence of practical work where applicable.
<b>Provider</b>	means a body as contemplated in <i>section 1</i> of the <i>General and Further Education and Training Quality Assurance Act (No. 58 of 2001)</i> .

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<b>SACE</b>	The South African Council for Educators is in terms of the <i>Employment of Educators' Act, 1998 (Act No. 76 of 1998)</i> , a statutory body.
<b>Senior Marker</b>	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.
<b>Service Contract</b>	is a binding and legal agreement between a provincial department of education and an examination centre in respect of the administration, running and management of an examination or other assessment activities as may be required.
<b>Stakeholder</b>	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.
<b>Subject Assessment Guidelines</b>	Guideline documents that specify the internal and external assessment requirements for each of the listed subjects in the <i>National Curriculum Statement (NCS) Grades 10-12 (General)</i> .
<b>Teacher portfolio</b>	means the full and final record of all the tasks that must be presented by the learner in his or her portfolio for a particular subject, for assessment in the National Senior Certificate. The teacher portfolio will also include marking guidelines and assessment rubrics.

**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)*.

**Venue Manager**

is the official appointed to be in charge of a Marking Centre.

## CHAPTER 1

### INTRODUCTION

#### 1. Introduction

- (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, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.
- (2) *Section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)* as amended in terms of the *Education Laws Amendment Acts of 1997-2002*, allows the Minister to determine:
  - (a) A national curriculum statement indicating the minimum outcomes or standards;
  - (b) A national process and procedures for the assessment of learner achievement; and
  - (c) The curriculum and the process for the assessment of learner achievement contemplated in *subsection (2)(a) and (b)* above.
- (3) The Minister of Education therefore sets norms and standards in terms of *Section 3(4)(l) of the National Education Policy Act, 1996 (Act No. 27 of 1996)* on the National Senior Certificate and *Sections 6(A) and 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)*. This is done

through this policy which sets norms and standards to which all examination bodies must give effect.

- (4) This document provides the necessary policy support and assistance in developing, organising, structuring and implementing an assessment framework for the National Senior Certificate.
- (5) To facilitate the process of policy formulation on examination and related matters a provincial education department and accredited examination bodies could be assisted by an Examination Board that would have an oversight role over examinations for the National Senior Certificate in the province. A guideline to establish such an examination board is contained in (Annexure A).
- (6) The document focuses on assessment policy for both internal assessment (school-based assessment), conducted at the applicable site and examinations is conducted by an external body.
- (7) The document provides rules and conditions relating to the conduct and administration of the external examinations. This serves to govern the rights and privileges of all persons involved in the examination process, which include all officials who are involved in the administration of the examination, candidates, parents and institutions that require examination results.
- (8) This policy document is aimed at quality assurance and must be read in conjunction with the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and the Subject Assessment Guidelines for the various subjects in the National Curriculum Statement (NCS) Grades 10-12 (General). These



documents provide specific assessment requirements for the various subjects.

- (9) 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:

- (a) *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; and
- (b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

- (10) Considering the above, this document will run concurrently with the *National policy on the conduct, administration and management of the assessment of the Senior Certificate (Government Gazette, Vol. 471, No. 26789 of 17 September 2004)* and the *Regulations for the conduct, administration and management of assessment for the Senior Certificate*, during the transitional phase until March 2011.

## **2. Assessment in the National Senior Certificate**

- (1) The National Curriculum Statement Grades 10-12 (General) is the curriculum that underpins the new policy for the National Senior Certificate (NSC).

- (2) 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 and 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.
- (3) The approach to assessment adopted in this policy is inclusive and also creates 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 academic abilities of learners irrespective of the barriers, which they experience.
- (4) Assessment in the National Senior Certificate comprises examinations and internal assessment. The purpose of examinations is to provide reliable and fair measures of the achievements of learners across the country in the subjects offered.
- (5) Internal assessment allows for learners to be assessed on a regular basis during the school year and also allows for the assessment of skills that cannot be assessed under examination conditions. Internal assessment includes a variety of assessment methods.
- (6) Examinations and internal assessment are designed to address the learning outcomes, assessment standards, content competencies, skills, values and attitudes 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 assessment.

## CHAPTER 2

### FUNCTIONS ACCORDED TO VARIOUS QUALITY ASSURANCE AND EXAMINATION BODIES

#### 3. Bodies involved in quality assurance and assessment of the National Senior Certificate

(1) *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 of the National Senior Certificate:

- (a) South African Qualifications Authority (SAQA);
- (b) Umalusi, the Council for Quality Assurance in General and Further Education and Training;
- (c) Department of Education;
- (d) Public providers;
- (e) Independent providers;
- (f) Provincial Departments of Education;
- (g) Higher Education South Africa (HESA); and
- (h) Accredited Assessment Bodies.

## CHAPTER 3

### CONDUCT OF INTERNAL ASSESSMENT

#### 4. General requirements: Norms and Standards

- (1) In assessing a learner for promotion or certification, there are two components of assessment, namely internal and external assessment. Each of internal and external assessment is allocated a weighting.
- (2) The requirements for internal assessment are specified in the Subject Assessment Guidelines for the subjects listed in the National Curriculum Statement Grades 10-12 (General).
- (3) The internal assessment mark counts 25% of the final mark in Grade 12.
- (4) The weighting for assessment in Life Orientation in Grade 12 is an exception. The internal assessment component will be 100% of the total mark. The internal assessment will be externally moderated as exemplified in the Subject Assessment Guidelines.
- (5) An internal assessment mark based on school-based assessment is a compulsory component of the final promotion mark for all full-time, part-time and private candidates registered for a National Senior Certificate.
- (6) 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 provincial education department and independent examination bodies to ensure that all teachers comply with the method of internal assessment.

- (7) In Grade 12 internal assessment must be subjected to a moderation mechanism put in place by the examination body and the Umalusi standardisation process.
- (8) The absence of an internal assessment mark in any subject will result in the candidate registered for that particular subject receiving an “incomplete” result.

## **5. Compilation of the internal assessment mark: Norms and Standards**

- (1) The compilation of the internal assessment mark must be done in accordance with the Subject Assessment Guidelines of the various subjects listed in the *NCS Grades 10-12 (General)*. The Subject Assessment Guidelines of the various examination bodies must be based, on the national Subject Assessment Guideline documents.
- (2) All directives issued by Umalusi in respect of internal assessment must be strictly adhered to.
- (3) The subject assessment guidelines of the examination bodies must be in accordance with the requirements of the Subject Assessment Guideline documents regarding 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.
- (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 is the learner's assessment tasks used to compile his or her internal assessment mark.
  - (b) Every learner must have an internal assessment mark or portfolio per subject.
  - (c) A portfolio must:
    - (i) Consist of the assessment components as specified for each subject in the relevant Subject Assessment Guidelines; and
    - (ii) Provide evidence for moderation.
  - (d) All work must be evaluated, checked and authenticated by the teacher before being presented as the learner's portfolio.

- (6) Teacher portfolio of assessment tasks:
- (a) The teacher portfolio of assessment must be a full and complete record of assessment in the particular subject.
  - (b) Teachers must maintain a portfolio for every subject taught in respect of the NSC.
  - (c) Failure to maintain a portfolio constitutes an act of misconduct and will be dealt with in accordance with the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and accompanying Assessment Regulations.
  - (d) Where two or more teachers are responsible for the teaching of the same subject, each teacher must maintain a separate portfolio.
  - (e) The teacher portfolio must be available when monitoring and 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 failure to comply, 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 should 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 and teachers 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” (zero) is recorded and “0” is used in the compilation of the mark for the particular component of internal assessment as a whole (Annexure B).
- (11) A distinction must be made between the use of zero (0) in the event of:
  - (a) A candidate not complying with the minimum requirements of internal assessment for a subject without a valid reason; and
  - (b) A candidate not complying with the minimum requirements of internal assessment for a subject on the basis of a valid reason.



The above distinction has an impact on the calculation of the candidate's final mark in respect of internal assessment.

- (12) Where the subject teacher does not comply with the minimum requirements for internal assessment in the subject that he or she is responsible for, and learners are 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* and related Assessment Regulations. Learners affected in this way will be accommodated in terms of fair administrative practice and marks adjusted appropriately as explained in the directives of Umalusi.
- (13) Umalusi must approve the internal assessment requirements and processes for the NSC which must be in accordance with policy.
  - (a) Umalusi may issue directives for internal assessment to ensure the reliability of assessment outcomes.
  - (b) The directives contemplated in *subsection (a)* above must include measures for verification.
  - (c) Provincial departments of education and independent examination bodies must monitor the implementation of Umalusi's directives and report any irregularity without delay to Umalusi in writing, as well as the steps taken to deal with the irregularity.

**6. 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 Umalusi moderation.
- (2) Monitoring should determine whether the minimum requirements for internal assessment in a particular subject, in terms of components and frequency, have been met adequately.
- (3) Moderation should adjudge whether minimum requirements of the internal assessment in a particular subject have been met adequately.
- (4) Guidelines aimed at providing assistance to teachers in ensuring greater reliability and validity to internal assessment must be issued by examination bodies as schedules or annexures to this policy.

## CHAPTER 4

### RECORDING AND REPORTING OF ASSESSMENT IN THE NATIONAL SENIOR CERTIFICATE

#### 7. Scale of achievement

- (1) Seven levels of competence have been described for each subject in the National Senior Certificate. These descriptions will assist teachers to assess learners and grade them at the correct level. The various achievement levels and their corresponding percentage bands are shown in Table 1 below. Teachers/examiners may either work from mark allocation/percentages to rating codes, or from rating codes to percentages.

**TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL  
CURRICULUM STATEMENT GRADES 10-12 (GENERAL)**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

## CHAPTER 5

### LEARNERS TO BE ASSESSED

#### 8. Admission: General

- (1) Public and independent schools and learning institutions as well as examination bodies must ensure that full-time and part-time NSC candidates are admitted for a final examination.

#### 9. Admission of full-time, part-time and private candidates: Norms and Standards

- (1) Full-time candidate

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

- (a) Enrol for tuition as a full-time learner at a public/independent school or any other registered institution, offering an NSC course of study;
- (b) Enrol for a NSC course of study that will be completed prior to the date of commencement of the examination;
- (c) Enrol for seven or more *NCS Grades 10-12 (General)* subjects; and
- (d) Comply 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 seven subjects (NSC) (e.g. Finishing Schools). Such a learner, by virtue of his or her full-time attendance, shall fulfil all requirements of a full-time candidate in the subjects he or she is entering, in terms of the portfolio of evidence assessment.
- (3) 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 a candidate has valid reasons for not attending school. Such a candidate may be admitted to all assessment including the final examination.
- (4) Full-time candidates presenting more than seven (7) subjects for the NSC must fulfil all the requirements in respect of internal assessment for each additional subject.
- (a) Each full-time candidate wanting to present an eighth or additional subject(s) for the NSC 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) The additional subjects must be offered for all three years of the NCS programme, namely Grades 10-12.
- (c) Full-time learners who wish to enrol for a subject or additional subjects for the NSC presented at a school or institution other than the school or institution where the candidate is registered for the full NSC programme, must have the approval of the Heads of both institutions and such candidates must be internally assessed.

- (d) The centre of registration is that centre where the candidate is registered for the full NSC and the Principal of such centre remains responsible for the reporting of the internal assessment mark of the candidate to the examination body. It is the responsibility of the institution offering additional subjects to ensure that internal assessment results are forwarded to the institution where the candidate is registered.
- (5) A part-time candidate who registers for an NSC may enter for one or more subjects at each examination sitting.
- (6) A part-time candidate does not receive full-time tuition, and will be allowed to register for a maximum six (6) of the seven (7) required subjects for the NSC in a single examination sitting.
- (7) A part-time candidate shall fulfil all requirements in terms of the internal assessment.
- (8) A private candidate is a learner who has enrolled at a private institution that does not offer tuition on a full-time basis. A private candidate may enroll for any number of subjects in one examination sitting. Private candidates must comply with the internal assessment requirements of the NSC including evidence of practical work where applicable.

**10. Admission of learners offering subjects of other examination bodies that are approved by the Minister of Education**

- (1) Candidates may offer a maximum of one subject developed by other examination bodies, provided that such a subject is accommodated in national education policy. A maximum of 20 credits may be allocated to

such subjects. Accredited providers that wish to offer their subjects as part of the National Curriculum Statement (NCS) Grades 10-12 (General) must comply with the following requirements:

- (a) All requests from accredited schools or learning institutions regarding the offering of additional subjects for the National Senior Certificate must firstly be directed to the Department of Education to determine whether the Department of Education will consider the inclusion of the subject in the NCS Grades 10-12 (General) national policy.
- (b) Additional subjects considered by the Department of Education for inclusion in the NCS Grades 10-12 (General) must be supported by the following documents:
  - (i) A Subject Statement that will include the learning outcomes, assessment standards, content and the context in which the content must be applied;
  - (ii) A Learning Programme Guideline; and
  - (iii) A Subject Assessment Guideline.
  - (iv) In the case of additional languages, the appropriate English Language level documents, that is Home-, First Additional and Second Additional Language level should be used as a template (Annexure C).
- (c) An examination body should undertake the development of the additional subjects requested, as well as conduct the examination thereof.

- (d) However, no guarantee can be given to institutions that the Minister of Education will approve the developed documents submitted to the Department of Education. All development is done at own risk and any cost incurred must be borne by the applicant.
  - (e) All relevant documents referred in *paragraph 10(1)(b)* above, must be submitted by August of the year prior to planned implementation.
  - (f) Once satisfied that all the above requirements have been met, the Department of Education shall evaluate and approve these subjects.
  - (g) The relevant subject will be implemented for the first time in Grade 10 in January following the year of approval.
- (2) The following examination bodies have been approved by the Minister of Education:
- (a) The Department of Education;
  - (b) The Independent Examinations Board;
  - (c) Associated Board of the Royal Schools of Music;
  - (d) Trinity College of London (Music);
  - (e) UNISA (Music); and
  - (f) Languages on the A-Level of the General Certificate of Education (GCE) for immigrant candidates.
- (3) A learner who wants to offer one of the Music programmes offered by the examination bodies listed in *paragraph 15(1)(a), (b) and (c)* as one of the



seven (7) compulsory subjects for the NSC, or as an additional subject, that is as an eighth or ninth subject, may do so provided that:

- (a) The learner enrolls for the Music programme in the year that he or she registers for Grade 10 for the first time.
- (b) The selected Music programme is registered as one of the Group B subjects of the NSC, as contemplated in *paragraph 9* of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, in January of the year of first registration for Grade 10.
- (c) Learners complete the prerequisite theory component of the selected Music programme, as contemplated in *paragraph 15(1)* of this document, prior to his or her registration in Grade 10 for the NSC.
- (d) Learners register for a Music programme offered from an approved examination body as contemplated in *paragraph 15(1)* of this document, at a minimum level of Grade 4 for that selected Practical Music Examination in Grade 10, provided that such a learner progresses to at least Grade 6 of that Practical examination in his or her Grade 12-year, and that Grade 6 of the Practical Music Examination and its prerequisite theory component offered by an examination body, contemplated in *paragraph 15(1)* of this document, is regarded as the minimum acceptance level for the NSC (See Table 2).
- (e) Learners who register for a Music programme offered by an examination body contemplated in *paragraph 15(1)* of this document, at a Grade 5 or Grade 6 level of the selected Music

programme in Grade 10 for the first time, must progress to Grade 6 and 7 respectively in Grade 12 to fulfil the NSC programme requirements as contemplated in *paragraph 9* of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

- (f) Learners who register for a Music programme offered by an examination body, contemplated in *paragraph 15(1)* of this document, at Grades 7 or 8, or Licentiate level of the selected Music programme in Grade 10 for the first time, may offer these programmes for the three-year period of Grades 10-12 to fulfil the NSC programme requirements as contemplated in *paragraph 9* of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (g) Music examination bodies contemplated in *paragraph 15(1)* of this document must submit their candidates' theory and practical marks separately. However, the final result obtained by a learner in the Music Programme offered by an examination body contemplated in *paragraph 15(1)* of this document, must be calculated as a combination of both the Practical Music examination and its prerequisite theory component.

**TABLE 2(A): ASSOCIATED BOARD OF THE ROYAL SCHOOLS OF MUSIC (ABRSM)**

NSC Grade 10	NSC Grade 11	NSC Grade 12
Grade 4 Practical and Grade 4 Theory	Grade 5 Practical and Grade 5 Theory	Grade 6 Practical and Grade 6 Theory
Grade 5 Practical and Grade 5 Theory	Grade 6 Practical and Grade 6 Theory	Grade 7 Practical and Grade 6 Theory
Grade 6 Practical and Grade 6 Theory	⇒	Grade 7 Practical and Grade 6 Theory
Grade 7 Practical and Grade 6 Theory, or higher	⇒	⇒

**TABLE 2(B): TRINITY COLLEGE OF LONDON (TCL)**

NSC Grade 10	NSC Grade 11	NSC Grade 12
Grade 4 Practical and Grade 4 Theory	Grade 5 Practical and Grade 5 Theory	Grade 6 Practical and Grade 6 Theory
Grade 5 Practical and Grade 5 Theory	Grade 6 Practical and Grade 6 Theory	Grade 7 Practical and Grade 6 Theory
Grade 6 Practical and Grade 6 Theory	⇒	Grade 7 Practical and Grade 6 Theory
Grade 7 Practical and Grade 6 Theory, or higher	⇒	⇒

**TABLE 2(C): UNISA**

NSC GRADE 10	NSC Grade 11	NSC Grade 12
Grade 4 Practical and Grade 3 Theory	Grade 5 Practical and Grade 4 Theory	Grade 6 Practical and Grade 5 Theory
Grade 5 Practical and Grade 4 Theory	Grade 6 Practical and Grade 5 Theory	Grade 7 Practical and Grade 5 Theory
Grade 6 Practical and Grade 5 Theory	⇒	Grade 7 Practical and Grade 5 Theory
Grade 7 Practical and Grade 5 Theory, or higher	⇒	⇒

- (h) The prerequisite theory components for the music programmes of the approved assessment bodies as contemplated in *paragraph 15(1)* are as follows:

TABLE 3

<b>Practical Music Examination</b>	<b>Prerequisite</b>
Associated Board of the Royal Schools of Music (ABRSM) Practical Music Examination Grade 4	ABRSM Music Theory Grade 4
Associated Board of the Royal Schools of Music (ABRSM) Practical Music Examination Grade 5	ABRSM Music Theory Grade 5
Associated Board of the Royal Schools of Music (ABRSM) Practical Music Examination Grade 6	ABRSM Music Theory Grade 6
Associated Board of the Royal Schools of Music (ABRSM) Practical Music Examination Grade 7	ABRSM Music Theory Grade 6
Associated Board of the Royal Schools of Music Practical Music (ABRSM) Examination Grade 8	ABRSM Music Theory Grade 7
Associated Board of the Royal Schools of Music Practical Music (ABRSM) Examination Performer's Diploma	ABRSM Music Theory Grade 8
Associated Board of the Royal Schools of Music (ABRSM) Practical Music Examination Performer's Licentiate in Music	ABRSM Music Theory Grade 8
Trinity College of London (TCL) Practical Music Examination Grade 4	TCL Music Theory Grade 4
Trinity College of London (TCL) Practical Music Examination Grade 5	TCL Music Theory Grade 5
Trinity College of London (TCL) Practical Music Examination Grade 6	TCL Music Theory Grade 6
Trinity College of London (TCL) Practical Music Examination Grade 7	TCL Music Theory Grade 6
Trinity College of London (TCL) Practical Music Examination Grade 8	TCL Music Theory Grade 7
Trinity College of London (TCL) Performer's Certificate in Music	TCL Music Theory Grade 8
Trinity College of London (TCL) Associate Performer's Licentiate in Music	TCL Music Theory Grade 8
Trinity College of London (TCL) Performer's Licentiate in Music	TCL Music Theory Grade 8
Unisa Practical Music Examination Grade 4	UNISA Theory Grade 3
Unisa Practical Music Examination Grade 5	UNISA Theory Grade 4
Unisa Practical Music Examination Grade 6	UNISA Theory Grade 5
Unisa Practical Music Examination Grade 7	UNISA Theory Grade 5
Unisa Practical Music Examination Grade 8	UNISA Theory Grade 6
Unisa Performer's Licentiate in Music	UNISA Theory Grade 7

- (i) A maximum of one of the Associated Board of Royal Schools of Music, or Trinity College of London, or UNISA Practical Music Examination, Grades 6, 7, or 8, the Performer's Licentiate in

- Music, or in the case of Trinity College of London the Associate Performer's Licentiate in Music, may be offered in combination with a National Senior Certificate subject, which may include Music.
- (j) Learners who offer one of the Associated Board of Royal Schools of Music, or Trinity College of London, or UNISA Practical Music Examination, Grades 6, 7, or 8, the Performer's Licentiate in Music, or in the case of Trinity College of London, the Associate Performer's Licentiate in Music, in combination with the subject Music listed in the *NCS Grades 10-12 (General)*, may not offer the same main instrument as a first and second instrument.
- (k) Learners may not offer a Music programme comprising a combination of the subject Music as listed in the *NCS Grades 10-12 (General)*, the Associated Board of Royal Schools of Music Practical Music Examination, Trinity College of London Practical Music Examination and UNISA Practical Music Examination.
- (l) Learners who register for a Music programme offered by an examination body, contemplated in *paragraph 15(1)* of this document, shall fulfil all requirements of the internal subject assessment.
- (4) In terms of *section 12(1)(a)(iii)(bb)* of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, an immigrant candidate may, in the absence of his or her home language, offer his or her home language on the *A-Level* of the *General Certificate of Education (GCE)* of the United Kingdom, or an examination recognised by the Department of Education as equivalent to Home Language level for this purpose.

- (a) A pass in the language in the A-Level of the General Certificate of Education (GCE) of the United Kingdom or (b) an examination recognised by the Department of Education as equivalent to the National Senior Certificate will be accepted. The marks as supplied by the concerned examination body will be taken into account, with the proviso that the candidate may not offer two similarly named languages.

#### **11. Entries: Norms and standards**

- (1) To be examined a candidate must register with an accredited examination body before the prescribed date.
- (2) The common deadline for the registration of full-time candidates will be 15 March of the year of the 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 the exceptional circumstance. Candidates who wrote a supplementary examination and were unsuccessful will be given 15 working days following the release of the supplementary results to register for the examination.
- (3) All learners attending public schools are obliged to be examined in the NSC examination of the Department of Education, except in cases where the subject offered by the learner is not assessed by the Department of Education.
- (4) Entry forms for full- and part-time candidates must be made available by the provincial education departments and independent examination bodies. The common deadline for the registration of candidates will be 15 March of the year of the examination.

- (5) The accurate capture of the registration details of the candidate is fundamental to the processing of the candidate's final results and therefore provincial departments of education and independent examination bodies must ensure that candidates' information is accurately captured. The information furnished on the entry forms must be processed by the relevant provincial department of education or independent examination body and sent back to examination centres for checking prior to the start of the examination. At this stage only corrections should be made. Entry forms developed nationally in consultation with the provincial departments of education, should be used.
- (6) Transfer of candidates from one province to the other must be mutually agreed upon by the provincial education departments or independent examination bodies concerned. If no mutual agreement is obtained, the matter must be referred to the Minister of Education for intervention.
- (7) 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 or any other official, the candidates must be allowed to undertake the examination and thereafter the cases must be handled as an administrative/technical irregularity.

**12. Entries: Guidelines**

- (1) Candidates should be provided with appropriate advice and guidance with regard to subject choices at school and this should commence in the Grade 9 year.
- (2) The Head of the Institution 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 must apply his or her mind to the circumstance and his or her decision is final.

**13. Fees: Norms and Standards**

- (1) The Director-General, after consultation with the Heads of Provincial Education Departments, may determine fees for -
  - (a) Re-marking of answer scripts, which must be refunded to the candidate if the re-marking results in an improvement of the symbol;
  - (b) Supplementary examinations;
  - (c) Re-checking;
  - (d) Viewing; and
  - (e) Statement of results.



- (2) Learners may be exempt from paying examination-related fees, if the candidate can prove that he or she has been exempt from the payment of school fees in terms of the poverty-ranking formula.
- (3) The Minister, in consultation with the Council of Education Ministers, will handle appeals relating to examination fees.

**14. Assessment manual: Norms and Standards**

- (1) Examination bodies must comply with the national Subject Assessment Guideline documents provided by the Department of Education.

**15. Language Medium: Norms and Standards**

- (1) Question papers must be set in the language of instruction. 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 examination body.

**16. Concessions: Norms and Standards**

- (1) The following concessions in respect of languages may be applied to candidates who experience barriers related to the Deaf, aphasia and dyslexia:
  - (a) The Deaf may only offer one (1) official language at First Additional level, provided that another subject from Group B is offered in lieu of the one official language that is not offered, provided further that such deaf candidate complies with the

promotion requirements as contemplated in *paragraph 11(1)(e)* of the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

- (b) Aphasic and dyslectic candidates may only offer one (1) official language at First Additional level, provided that another subject from Group B, listed in the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, is offered in lieu of the one official language that is not offered.
- (c) Learners suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Group B, listed in the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, is offered in lieu of Mathematical Literacy or Mathematics, provided further that such candidate complies with the promotion requirements as contemplated in *paragraph 11(1)(e)* of the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (d) All applications for the concessions listed in *paragraph 21(1)(a), (b) and (c)* must be directed to the relevant provincial departments of education.
- (e) All requests must be substantiated by evaluations by the provincial internal structures as well as external expertise in the relevant fields.

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

**17. 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 concerned before submission to the examination body. Where the authenticity of a candidate's claim is in doubt, the Head of the Institution is to advise the Head of Department in writing, and then investigate the matter further.
- (2) Candidates who absent themselves from examinations or scheduled internal assessment tasks for no valid reason must not be permitted to enter the supplementary examination.
- (3) 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.

**18. Supplementary examination: Norms and Standards**

- (1) A candidate, who did not register for a subject in the November examination, may not be permitted to be examined in an examination in that subject in the supplementary examination.
- (2) A supplementary examination will be granted under the following conditions:

- (a) If a Grade 12 full-time candidate has not met the minimum promotion and certification requirements in the final external examination, as contemplated in *paragraphs 11 and 12*, of the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, but requires two subjects to obtain a National Senior Certificate, he or she may register for a maximum of two subjects in the supplementary examinations in the following year. These two subjects must be subjects that the candidate sat for in the previous October/November examination.
- (b) If a Grade 12 part-time candidate or private candidate has not met the minimum promotion and certification requirements, as contemplated in *paragraphs 11 and 12*, of the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* in his or her final external examination, but requires only one subject to obtain a National Senior Certificate, he or she may register for a maximum of one subject in the supplementary examinations in the following year. This subject must be a subject that the candidate sat for in the previous October/November examination
- (c) In exceptional cases, candidates who are medically unfit and as a result are absent from one or more external examinations, may have the supplementary examination regarded as part of the same sitting.
- (d) A candidate who wishes to improve his or her performance in the end-of-year examinations may register for supplementary examinations in a maximum of two subjects.

- (e) Admission to the supplementary examination is at the discretion of the Head of Department.
- (f) In the case of a death in the immediate family or other special reasons for absence, admission to the supplementary examination is at the discretion of the Head of Department.
- (g) In cases (a) to (f) above the internal assessment of the Grade 12 year will be used, including practical/oral assessment marks where applicable.
- (h) In the case where an irregularity is being investigated, provisional entry may be granted to the candidate concerned, pending the outcome of the investigation.
- (i) In cases where the reason for admission to the 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.

**19. Conduct of the NSC examination beyond the borders of the Republic of South Africa: Norms and Standards**

- (1) The following criteria will apply when candidates lodge requests to be examined in the NSC 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 NSC 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/Consulate<sup>1</sup>;
  - (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 if:
- (a) Candidates are registered for the NSC 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) Examination centres outside the borders of the Republic of South Africa will be South African Diplomatic Missions or centres approved by the relevant examination 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.

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<sup>1</sup> Foreign diplomats in South Africa and South African diplomats in foreign countries.

- (b) Sufficient light and ventilation.
  - (c) A vault or safe 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 examination 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.
- (8) The examination 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) Adherence 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. Additional costs will be met by the candidate in this regard.

**20. Completion of outstanding requirements by candidates who sat for the Senior Certificate prior to the introduction of the NSC: Norms and Standards**

- (1) A candidate who has enrolled for the Senior Certificate examination with any accredited examination body prior to the promulgation of the policy document, *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, and who has received a certificate from either the South African Certification Council, or Umalusi, the Council for General and Further Education and Training Quality Assurance, indicating that the candidate obtained certain credits, shall retain such subject credits for the NSC on the following basis:
- (a) Credit for the Senior Certificate subject(s) obtained prior to the introduction of the NSC in 2008; and
  - (b) Provision to satisfy the outstanding requirements to qualify for a NSC at a subsequent examination or examinations without having to sit for the full NSC examination, provided that the following requirements have been met:



- (i) The NSC language requirement, either in terms of the Senior Certificate requirements as contemplated in *paragraphs 23(1)(a)(i) and (ii) and 25 of the policy document, A resumé of instructional programmes in schools, Report 550 (2005/09)*, or in terms of the NSC requirements as contemplated in *paragraphs 9(a)(i) and 11 of the policy document, National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (ii) The NSC Mathematics or Mathematical Literacy requirement, either in terms of the Senior Certificate requirements for Mathematics Higher Grade, or Mathematics Standard Grade as contemplated in *paragraphs 23(1)(a) and 25 of the policy document, A resumé of instructional programmes in schools, Report 550 (2005/09)*, or in terms of the NSC requirements as contemplated in *paragraphs 9(a)(ii) and 11 of the policy document, National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (iii) A minimum of a further three subjects selected either in terms of the Senior Certificate requirements as contemplated in *paragraphs 23(1)(a) and 25 of the policy document, A resumé of instructional programmes in schools, Report 550 (2005/09)*, or in terms of the NSC requirements as contemplated in *paragraphs 9(a)(iv) and 11 of the policy document, National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.

- (iv) Unsuccessful Senior Certificate candidates who enrolled for the Senior Certificate programme prior to the introduction of the NSC in 2008, who have been allowed to satisfy the outstanding requirements to qualify for a NSC at a subsequent examination or examinations, shall be exempted from offering Life Orientation.
- (v) Both Senior Certificate subjects and NSC subjects must comply with the internal assessment requirements as contemplated in *paragraph 24* of the policy document, *A résumé of instructional programmes in schools, Report 550 (2005/09)*, and *paragraph 14* of the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, respectively.
- (vi) A conversion of Senior Certificate results in one or more subject, as contemplated in *paragraph 26* of the policy document, *A résumé of instructional programmes in schools, Report 550 (2005/09)*, may be effected, provided that such conversion may only be from Higher to Standard Grade. Standard Grade to Lower Grade conversions will not be recognised.
- (vii) A maximum of one condonation of either a Senior Certificate subject, or a NSC subject as contemplated in *paragraph 27* of the policy document, *A résumé of instructional programmes in schools, Report 550 (2005/09)*, and *paragraph 11(1)(f)* of the policy document, *National Senior Certificate: A qualification at Level 4 on*

*the National Qualifications Framework (NQF), respectively, will be allowed.*

- (viii) National Certificate: N3 subjects as contemplated in the Further Education and Training (FET) colleges' policy documents, namely *Formal technical college instructional programmes in the RSA, Report 191 (2001/08)* and *Norms and standards for instructional programmes and the examination and certification thereof in technical college education, Report 190 (2000/03)* may not be offered to fulfil the NSC requirements.
- (ix) The requirements contemplated in *paragraphs 25(1)(b)(i) to (viii)* above, are subject to *paragraph 28* of the policy document, *A résumé of instructional programmes in schools, Report 550 (2005/09)*, also applicable to immigrant candidates.
- (x) The following information will be indicated on the NSC issued to candidates who enrolled for the Senior Certificate programme prior to the introduction of the NSC in 2008:
  - (aa) Subjects for the Senior Certificate passed on the Higher Grade or Standard Grade; and
  - (bb) NSC subjects passed.

## **CHAPTER 6**

### **PREPARATION FOR THE NATIONAL SENIOR CERTIFICATE EXAMINATION**

#### **21. Management plan relating to the examination: Norms and Standards**

- (1) Examination 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.

#### **22. Management plan relating to the examination: Guidelines**

- (1) A management plan may be drawn up in conjunction with the key persons involved in the examination process.

**23. The Examination Cycle: Norms and Standards**

- (1) The examination body must develop a management plan in respect of the entire examination cycle.
- (2) The examination cycle commences with the appointment of Examiners and Internal Moderators to set and moderate the question papers for the scheduled examinations and concludes with the release of the examination results.
- (3) Planning and preparations for the conduct of external examinations must commence at least 24 months prior to the scheduled examination date.
- (4) All processes must be concluded at least six months prior to the commencement of the external examination.
- (5) The Department of Education and independent examination bodies will monitor the entire examination cycle to ensure system readiness to deliver a credible examination.
- (6) The instructions and procedures which individual examiners or a panel of examiners must adhere to, must be determined by the Department of Education or independent examination bodies.

**24. Examination timetable: Norms and Standards**

- (1) The Department of Education and independent examination bodies must develop an examination timetable for the subjects making up the *National Curriculum Statement Grades 10-12 (General)* (Annexure E).

- (2) Officials responsible for the co-ordination and the drawing up of examination timetables must ensure that no clashes occur on the timetable.

## **25. Appointment of examiners: Norms and Standards**

- (1) The criteria for the appointment of teachers 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 in terms of the Act (Annexure D).
- (2) Examiners and internal moderators must be appointed by examination bodies for a maximum period of four (4) years 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. If a panel is appointed, the Chief Examiner who takes final responsibility for the standard and quality of the question paper prior to its submission to the internal moderator, may be appointed to fulfil the functions of an internal 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 Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the Regulations made in terms of the Act.

**26. Responsibilities of examiners and internal moderators: Norms and Standards**

- (1) The Department of Education and independent examination bodies must ensure that:
  - (a) Examiners in the respective subjects set the question papers and prepare the memoranda for the question papers concerned, for the final and the supplementary examination as well as an additional question paper which serves as a backup paper;
  - (b) The final examination question paper and the supplementary question paper are set at the same time so as to ensure that the standard of these papers is the same;
  - (c) Question papers conform to the Subject Statements of the *NCS Grades 10-12 (General)*;
  - (d) The internal moderator is satisfied that the question papers conform to the requirements of the nationally approved Subject Statements and Subject Assessment Guidelines for the various subjects listed in the *NCS Grades 10-12 (General)* and that they are of the required standard and adequately provide for differentiation; and
  - (e) All examiners and internal moderators comply with all instructions issued to them by the Department of Education and independent examination bodies.
- (2) Where an internal moderator is appointed, he or she may not be involved in the setting of the question paper, since he or she is required to provide

an objective and critical review of the question paper in terms of its coverage of the Subject Statements and the overall standard.

- (3) It is the responsibility of the examination bodies to ensure that all question papers are approved by the internal, and external moderators. The examination bodies 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 relevant examination body should attempt to mediate a consensus position between the examiner and the internal moderator. If consensus cannot be reached, the decision of the relevant examination 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 and the external moderator. If consensus cannot be reached, the decision of the Chief Executive Officer of Umalusi, in this case, is final.
- (4) The examination body must comply with Umalusi's requirements regarding the external moderation of question papers.
- (5) Control of examiners and moderators lies with the Director-General of Education and the Heads of independent accredited examination bodies, who should ensure that examiners and moderators do not participate in any activity that may compromise confidentiality clauses in their contracts,



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- (6) Examination bodies must provide examiners and internal moderators with clear guidelines relating to the setting of question papers. These guidelines 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) Ensure that the question paper is of the appropriate standard and quality;
  - (b) Ascertain that a question paper conforms to the Subject Statement for the various subjects listed in the *NCS Grades 10-12 (General)*, adequately provides for differentiation, and includes questions addressing different cognitive levels;
  - (c) Attend the memoranda discussions;
  - (d) Approve and sign off the finally agreed upon memoranda;
  - (e) Moderate the marked scripts;
  - (f) Liaise with External Moderators;
  - (g) Give advice, support and guidance to Examiners;
  - (h) Recommend the necessary changes to the question papers to the examination body; and

- (i) Submit a report to the External Moderator.

**27. Processing of examination question papers: Norms and Standards**

- (1) Examination bodies must have clear structures and procedures in place relating to the typing, editing, translation 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.
- (3) Examination question papers must be free of typographical, language or spelling errors.

**28. Processing of examination question papers: Guidelines**

The processing of examination question papers is explained in Annexure F.

**29. Storage and distribution of question papers: Norms and Standards**

- (1) The safekeeping of examination papers prior to them being written is a key function of any examination body that seeks to administer a credible examination. Examination bodies and provincial departments of education must have clear policies and management frameworks in place for the safekeeping of question papers.
- (2) Each provincial education department and independent examination body may select the distribution mechanism best suited to the conditions prevailing in the province.

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- (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 the minimum.
  - (c) The transfer of the question papers from one responsible officer to the other should be carefully checked and signed for on receipt.
  - (d) Any discrepancies that are detected during the transfer process should be reported immediately to the provincial Head of examinations.
  - (e) All persons involved in the distribution process should complete a Contract of Confidentiality.

## CHAPTER 7

### CONDUCTING THE EXAMINATION

#### **30. Establishment and registration of examination centres: Norms and Standards**

- (1) The Department of Education and independent examination bodies must develop criteria for the registration of examination centres, which may include the following:
  - (a) Suitable venue to accommodate candidates, i.e. sufficient space and appropriate furniture to seat candidates;
  - (b) Security of venue;
  - (c) Clearance in terms of the local health and fire services by-laws;
  - (d) Provision of proper lighting;
  - (e) Availability of water and toilet facilities;
  - (f) Suitably qualified teaching staff or members of the community who can be trained as invigilators;
  - (g) Availability of a strong room or safe for the safekeeping of assessment material; and

- (h) The necessary equipment and facilities required for assessment of learners who experience barriers to learning are registered at the specific centre.
  - (i) The history regarding irregularities of the centre seeking registration. Reference should also be made to the nature and outcome of the irregularity.
- (2) All examination centres must be evaluated 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) If the centre/institution/venue is approved as an examination centre, a centre number should be issued and the head of the centre/venue/institution informed accordingly.
- (4) Every examination centre should be registered under its own name with the provincial department of education. Prisons, where examinations are administered, must register as examination centres and such examination centres must adhere to all examination regulations and procedures, including starting and finishing times of all examinations.
- (5) Independent schools, learning institutions and distance learning centres, preparing candidates for the NSC must be registered as examination centres with provincial education departments and must adhere to, and be subjected to, all monitoring and moderation procedures, regulations or other requirements.
- (6) All independent examination centres, which request the provincial education departments to conduct the NSC examination for the first time, must register as examination centres with the Department of Education in

terms of the agreed procedures. All centres must be registered as examination centers.

- (7) Independent institutions may negotiate with the provincial departments of education or other independent examination bodies to accommodate their learners, where possible.
- (8) The heads of centres for private- and part-time 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 of the year of the examination.
- (9) The total number of candidates at an examination centre may not exceed 500 candidates for any one session.
- (10) Application for registration of an examination centre must be made on a prescribed form of the provincial department of education that should be available from the regional offices/district offices of the provincial department of education.
- (11) The registration of examination centres should be reviewed by the relevant provincial department of education every three years. The registration of Part-time and Private Centres must be reviewed annually.

**31. Establishment and registration of independent examination centres: Guidelines**

A *pro forma* contract that could serve as an example between an independent school and the Department of Education, is attached at Annexure G.

## 32. De-registration of examination centres: Norms and Standards

- (1) Examination centres will be de-registered for the following reasons:
  - (a) Physical relocation of the examination centre from the premises approved by the provincial department of education to other premises. All examination centres are required to operate on the premises, which, after inspection, were approved for this purpose by the provincial department of education.
    - (i) The following procedure should be followed when a centre relocates to new premises:
      - (aa) The onus is on the owner or management (centre manager/principal) to inform the Head of Department timeously of his/her intention to relocate.
      - (bb) The Head of Department or his or her nominee shall inform the owner or management, in writing, of the course to be followed.
      - (cc) 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 deregistration of the centre.
      - (dd) The owner or management shall have the right to respond to the decision and furnish reasons why they believe the centre should not be de-registered.
      - (ee) 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 of the Head of Department is final in this regard.

- (b) Intentional undermining of the integrity of the examination
  - (i) Examination 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 other related irregularities should be closed and the guilty parties prosecuted. It is not sufficient for an offending centre to re-deploy another staff member to act as Chief Invigilator. Firm steps must be taken.
  - (ii) The following procedure should be followed when it is found that irregular practices occurred at an examination centre:
    - (aa) Officials of the provincial education department or independent examination body should investigate the reported irregularities.
    - (bb) If clear evidence of an irregularity emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.
    - (cc) The owner or management must be informed, in writing, of the intention of the Head of Department to close the centre due to the irregularities.
    - (dd) The owner or management shall be asked to furnish a motivation why the centre should not be closed.



- (ee) 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.
  - (ff) The decision must be communicated in writing to the owner or management.
- (c) Maladministration
  - (i) Examination centres may be de-registered if maladministration results in any advantage or disadvantage to candidates or affects the integrity of the examination or impacts negatively on the ability of the examination 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 examination centre.
  - (ii) The following procedure should be followed when maladministration at an examination centre occurs:
    - (aa) The owner or management of such an examination centre shall be made aware of the situation, in writing, of the situation and given an opportunity to correct the matter.
    - (bb) Should maladministration at the centre continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one academic 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 academic 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.

(d) The flouting of assessment policies and guidelines

- (i) Examination centres where officials flout rules and regulations and instructions issued by the Department of Education may be closed.
- (ii) The following procedure should be followed when policies and guidelines are flouted by an examination centre:
  - (aa) Instances where it is alleged that officials at centres flout examination rules and regulations and/or instructions issued, shall be investigated.
  - (bb) Should evidence be found of 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 rectify the situation.

- (cc) Should the flouting of examination policies and guidelines continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one academic year) during which time, if a further offence occurs, the centre may be de-registered at the end of the academic 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.

**33. Appointment and duties of Chief Invigilators and Invigilators: Norms and Standards**

- (1) Provincial education departments and independent examination bodies must formulate guidelines with regard to the appointment and duties of Chief Invigilators and Invigilators and ensure that all invigilators are appropriately trained (Annexure H).
- (2) In respect of admission of candidates to the examination room, Invigilators must ensure that every candidate produces his or her admission letter as well as proof of his or her identity number indicated in his or her official identity book, or passport on admission to the examination room. 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 this the normal procedure pertaining to irregularities must be followed.

**34. Information to candidates: Norms and Standards**

- (1) When candidates are required 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 the marking procedure to be followed.
- (2) 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.
- (3) 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.

**35. Return of scripts: Norms and Standards**

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 provincial departments of education and independent examination bodies must have clear procedures that must be followed in the return of scripts (Annexure I).

**36. Examination monitoring team: Norms and Standards**

- (1) It is the responsibility of the Department of Education, provincial education departments and independent examination 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) Provincial education departments and independent examination bodies must establish a structure to monitor examinations.
- (3) The monitoring must cover all stages of the examination, commencing with the preparatory phase and concluding with the release of the results.
- (4) The monitoring team must visit examination 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.
- (5) The marking process, as described in Chapter 9, should also be monitored. The monitoring team should also visit the marking centres to observe the marking process.
- (6) The provincial education departments must determine the composition of their monitoring teams. The provincial monitoring teams may include representatives from outside the provincial education departments.

**37. Examination monitoring team: Guidelines**

The main function of the examination monitoring teams is to ensure that the examination is conducted in accordance with the rules and procedures determined by the accredited examination bodies.

**38. Practical examination in Computer Applications Technology and Information Technology: Norms and Standards**

- (1) The security measures to be taken in the subjects Computer Applications Technology (CAT) and Information Technology (IT) comprise two phases, namely the computer laboratory certification, and the invigilation during the examination sitting.
  - (a) The following measures must be taken during the computer laboratory certification process:
    - (i) All schools offering CAT and IT must complete a provided checklist that should be certified by the principal of the school and submitted to the provincial education department two (2) days prior to the commencement of the examinations.
    - (ii) Two days prior to the examination of CAT and IT, the specific centre to be used for the examination should be off limits to all learners.
    - (iii) All electronic equipment at the school should be inspected prior to the examination to ensure that it is in good condition and that the electricity cables and wall

connections are in good working order. This will prevent a power failure caused by defective electrical apparatus.

- (iv) The hardware and software must be serviced to ensure that they are in working condition.
- (v) Only approved hardware configurations and versions of software may be used and certified.
- (vi) The Computer Applications Technology/Information Technology teacher(s) must ensure that all computers are 'clean'. No programmes or documents, hidden files and/or examples may be stored on the hard disks or network.
- (vii) Security should be in place to prevent candidates from accessing other computers, folders and/or documents.
- (viii) Passwords known only by the invigilators can be used as a security measure during the examination session.
- (ix) If an examination has to be conducted in two sessions, invigilators must ensure that all computers are "clean" when the second session starts. This includes emptying the 'recycle bin'. (Candidates may accidentally store completed questions on the hard disk or network instead of their own disks).
- (x) Printers must print clearly. Use new cartridges, if possible. Provincial departments of education are responsible for supplying sufficient suitable paper for printers.

- (xi) Ensure that the following settings for each computer are correctly set:
  - (aa) Date and time; and
  - (bb) Regional settings (South Africa).
  - (cc) Provincial departments of education will supply each candidate with two clean formatted disks or relevant media (one for backup) to save his or her work. The responsible teacher must format these disks or media him or herself beforehand (even if new disks are used). No disks with bad sectors must be used for examination purposes. The disks must be clearly marked. Alternatively where schools do not work with disks, they can submit all learners' files on CD.
- (xii) Peer-to-peer networks (e.g. Windows 98 and XP) do not provide the same level of security as server-based networks (e.g. Windows NT, Windows 2000 Server and Novell). Therefore, the use of peer-to-peer networks is discouraged and schools should disconnect them for the duration of the examination and use the computers as stand-alone machines.
- (xiii) If schools use network facilities to conduct the practical examinations, the following steps must be taken to prevent possible copying of files by candidates:
- (xiv) Separate folders must be created for each candidate on the appropriate network drive. The data files required by each candidate must be copied into each folder or on a suitable



saving device. It must not be possible for the candidate to access any other data folders on the network.

- (xv) A separate user-ID and password must be created for each candidate and these must be linked to a specific folder. The user-ID and password must differ from those used by the learners in the normal course of their practical work. These access codes should preferably be randomly generated, e.g. user-ID: AxCyfDT, Password: ShwOfT.
- (xvi) E-mail and messaging systems between work stations must be deactivated during the examination so that candidates are not able to send messages or files from one work station to another.
- (xvii) On some networks, it is possible for a log to be kept of who has accessed which folders. If the network has this facility, it should be activated during the examination and then retained after the completion of the examination in case queries concerning irregularities arise.
- (xviii) Only legal copies of software may be used.
- (xix) There should be at least two additional computers and printers available for backup.
- (xx) An experienced Computer Applications Technology or Information Technology teacher must be present during all practical sessions so that he or she can give the necessary assistance when computers are not working well. A minimum of two teachers must be present at each centre as invigilators during the examination of Computer

Application Technologies and Information Technology.  
Additional invigilators should be present according to  
Table 4:

**Table 4**

<b>Number of candidates</b>	<b>Computer Applications Technology/Information Technology teacher</b>	<b>Invigilators</b>	<b>End of session assistance</b>
<b>Less than 10</b>	1	1	1
<b>10 – 25</b>	1	2	2
<b>26 – 40</b>	1	3	3
<b>More than 40</b>	2	4	4

- (xxi) One week before the examination commences, schools will receive a disk or media with the documents for retrieval.
- (xxii) The responsible teacher must immediately make a backup copy of this media and determine if he or she can access the files.
- (xxiii) It is the task of the responsible teacher to save this information on the network or on hard drives of individual computers or prepare individual disks for each learner. It is essential that each candidate's disk is carefully prepared a day before the examination session commences. The teacher must see that each disk or media is clearly marked with the candidate's exam number and the centre number. Learners may under no circumstances have access to these files before the examinations.

- (xxiv) The security process must take place under the supervision of the Chief Invigilator.
  - (xxv) Schools will be permitted to run a maximum of two consecutive sessions of computer practical examinations per day. Precautions must be taken in order to prevent communication between candidates in these two groups.
  - (xxvi) No textbooks, manuals and/or electronic documents are allowed in the examination centre unless specified by the Department of Education. Candidates may use the help functions on the computer.
- (b) During the examination session
- (i) Invigilators play a vital role in ensuring that no copying whatsoever takes place. Therefore, it is crucial that the minimum supervisory requirements are strictly adhered to.
  - (ii) The additional assistant(s) at the end of the session (last 30 minutes of session) must assist with printing and making sure that no editing or keying in takes place after the examination time has elapsed.
  - (iii) If a power failure occurs while candidates are doing their examinations, the following procedure should be followed:
    - (aa) Candidates are to remain in the computer room until the power supply is restored. Candidates may not communicate with each other while waiting for the power supply to be restored. The time lost during

- the power failure should be allowed as additional examination time.
- (bb) If, after two hours, the power supply has not been restored, the examination should be re-scheduled.
  - (cc) The Department of Education or the relevant independent examination body should be informed immediately of the power failure.
  - (dd) When a power failure occurs, the centre manager should immediately inform the local authorities. He or she should also ascertain, if possible, how long the power failure is likely to last.
  - (ee) The disks with the work completed by the candidates are to be handed in and submitted to the provincial education department or the relevant independent examination body together with the hard copy and the documents.
  - (ff) In the case of an examination being cancelled because of a power failure, the learners should write the backup paper on another date.
  - (gg) In cases where two examination sessions are scheduled during an examination, the above procedure applies to both sessions.
  - (hh) In the event of a power failure or network failure, candidates must be compensated for the time lost, by extending the examination according to the time lost. If the power failure lasts longer than one hour, inform the examination section of the provincial department of education or the relevant independent examination body.
  - (ii) In the event of computer breakdowns, learners must immediately be moved to backup equipment.

Appropriate additional time must be provided to the candidate.

- (jj) No additional time will be allowed for work lost that was not correctly saved.
- (kk) Candidates must complete the examination paper within the set time. Only printing of results will be allowed after the set time.
- (ll) Candidates are allowed to make more than one print out of the answers. These print outs must be handed to the candidates immediately by the invigilators.
- (mm) It is recommended that candidates make print outs during the examination session, as soon as a question is completed, to avoid queuing of printing at the end of the session since each candidate has to print a number of pages.
- (nn) Candidates must only submit one print out per question for marking. All other print outs must be handed in to the invigilator. These print outs must be destroyed after the conclusion of the examination. No printouts are allowed to leave the examination room.

(iv) In cases where two sessions per day take place, the following procedure must be followed:

- (aa) The responsible teacher will divide the candidates into two groups.
- (bb) Group 1 will complete the examination in the first session and Group 2 in the second session.

- (cc) Candidates in Group 2 must meet at least 10 minutes before the end of the first session. They will be escorted to the computer room before the start of the second session.
  - (dd) At both sessions, no candidate may leave the examination room before the end of the examination session.
  - (ee) No contact between the two groups during either of the two sessions is permitted.
- (v) Responsibilities of candidates:
- (aa) Each candidate must complete the information sheet and folder accompanying the paper including his or her examination number, the examination centre number and the workstation number.
  - (bb) The candidates must further indicate the software packages that they used in completing the paper.
  - (cc) Candidates must save their work on the disk or media received. These disks or media must be submitted with the printouts to the examination section of the provincial department of education or the relevant independent examination body.
  - (dd) Candidates must ensure that all relevant files have been printed and placed in their examination folders.
  - (ee) After completion of the examination the candidates must make sure that each file is stored on the disk and that each file opens from the disk (if applicable).

- (ff) Candidates only submit the relevant files for marking.
- (gg) Where different candidates use the same computer and printer to print, it is essential that every candidate first closes all his or her files on the computer and removes his or her printouts before the next candidate uses the computer and printer.
- (hh) The second disk or media should be used as backup for each candidate.

## CHAPTER 8

### THE MARKING PROCESS

#### 39. Appointment of markers: Norms and Standards

- (1) The provincial education department or the independent examination body is finally responsible for the appointment of markers. Markers are appointed in terms of the Personnel Administration Measures (PAM) (Annexure K).
- (2) A person applying for the post of marker must be a teacher currently offering the subject for which he or she applies and must teach Grades 10, 11 or 12 and in Grade 12 in the last two years.
- (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.
- (4) All persons appointed in the marking process must declare if a near relative (son, daughter, brother or sister) is sitting for a National Senior Certificate examination in the year of appointment.
- (5) All selection panels for provincial departments of education must be chaired by the relevant provincial Head of Department or his or her designee.
- (6) In the case of independent examination bodies selection panels should be chaired by the Head of the relevant examination body, or his or her designee.



**40. Appointment of markers: Guidelines**

- (1) Provincial education departments and independent examination bodies should commence with the appointment of markers early in the year so that adequate time is available for the verification of information and the 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 on the application form for marking must be verified by the district manager, or a designated official.
- (3) Persons appointed as markers fall under the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and this ensures that provincial departments of education exercise control over them.
- (4) Persons appointed as markers must show proof of registration with the South African Council for Educators (SACE).

**41. Marking centres: Norms and Standards**

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

**42. Marking centres: Guidelines**

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

- (2) 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.

- (3) 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:

This phase entails a stocktaking of all mark sheets and their respective scripts at the marking centre. All unregistered mark sheets/scripts are to be recorded 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:

Mark sheets should be kept in a safe place and sent to the Chief Marker as soon as possible. During this phase, copies should be made of the completed mark sheets that have been returned by the Chief Markers. The original copy should be sent for data capturing. Control lists are checked at this stage to see whether Chief Markers have returned all the scripts. Mark sheets could be scanned for security purposes.

**43. Marking procedures: Norms and Standards**

- (1) Marking procedures should be clearly formulated by the examination body, taking into consideration the following (Annexure L):
  - (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 are required 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) The Department of Education and independent examination bodies will release as standard practice, the marking memoranda and question papers of an examination of the previous year to interested parties not before the end of April of the following year.

**44. Computer Applications Technology and Information Technology Practical examination: Norms and Standards**

- (1) After the practical examination session:
- (a) The responsible teacher will make backup or duplicate copies of candidates' work on relevant media.
  - (b) Print outs and disks must be handled in the following way:
    - (i) Check that the printouts of candidate are in the correct order.
    - (ii) Only one printout per question must be submitted.
    - (iii) Place the candidate's information sheet, print outs and disk in specially designed examination folder (standardised format). The examination number and the centre number must be clearly indicated.
    - (iv) Organise all folders numerically and place in box that is accordingly marked.
- (2) Answers to questions will be marked from the disks or media, therefore, it is essential that disks or media reach the marking centre undamaged. Printouts will only be used for backup.

- (3) If candidates wish to do the **speed endorsement**, they will do this at the beginning of the examination session.
- (4) A Computer Applications Technology and/or Information Technology teacher will be present to manage the time of the session according to keyboarding rules.
- (5) The Principals or Centre Managers and Chief Invigilators should be made aware that a timed accuracy test will be conducted.
- (6) Although the instructions to invigilators state that no candidates may be admitted to the examination room earlier than ten minutes before the examination is due to start, candidates for the timed accuracy test must be allowed into the examination room earlier in order to practise on their computers and to get the computers ready for the examination. Candidates must, however, terminate these activities, approximately fifteen minutes before the commencement of the examination.
- (7) Candidates must be allowed fifteen minutes to read the instructions on the paper and to prepare themselves for the timed accuracy test.
- (8) Immediately after the timed accuracy test has been completed, the answers must be printed and the invigilator must sign after the last printed word on each page.
- (9) **Only one printout per candidate is allowed** for the timed accuracy test. The candidates may leave the room only after the invigilator has ensured that all candidates have printed the timed accuracy test.

- (10) Candidates may use the spellchecker during the course of the timed accuracy test.

## CHAPTER 9

### PROCESSING OF MARKS

#### **45. Processing of marks: Norms and Standards**

- (1) Provincial education departments and independent examination bodies must establish or have access to a fully-fledged Information Technology component.
- (2) Mark adjustments are done by Umalusi in conjunction with the relevant accredited examination body, based on the norms and standards set by the Umalusi Council.
- (3) The data and evidence required for the standardisation of results are determined by Umalusi.

#### **46. 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 provincial education departments and independent examination bodies have unique features (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.



## CHAPTER 10

### RE-MARKING AND RE-CHECKING OF SCRIPTS

#### 47. Re-marking and re-checking of examination scripts: Norms and Standards

- (1) A candidate may apply for the re-marking or re-checking of his or her examination scripts, within twenty one (21) days of the official release of results. This applies to both the October/November and supplementary examinations.
- (2) The Director-General, after consultation with the Heads of Departments, may determine fees for:
  - (a) Re-marking of answer scripts, which must be refunded to the candidate if the re-marking results in an improvement of the symbol;
  - (b) Supplementary examinations;
  - (c) Re-checking;
  - (d) Viewing; and
  - (e) Statement of results.
- (3) The prescribed fee must be communicated to the learners with the statement of results.

## CHAPTER 11

### VUEWING OF EXAMINATION SCRIPTS

#### 48. Viewing of examination 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 examination script/s of a candidate.
- (2) Viewing of scripts will only be allowed under the following conditions:
  - (a) The candidate or his or her parents may apply to view a 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 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 final results, providing clear reason(s) for the request;
  - (c) The script will be viewed in the presence of an examination official and may not be removed from the viewing room;
  - (d) No other document, except the script of the candidate, will be allowed in the room where the viewing takes place;
  - (e) No writing on the scripts during the viewing process will be allowed;

- (f) 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 education departments or independent examination body; and
- (g) After remarking and/or viewing scripts, a candidate may apply to the Head of Department for a final re-mark. If the candidate is not satisfied with the outcome, he or she may appeal to the MEC for Education in the Provincial Legislature or Umalusi in the case of independent examination bodies.

## CHAPTER 12

### DEALING WITH IRREGULARITIES

#### 49. Dealing with irregularities: Norms and Standards

- (1) Provincial departments of education and independent examination bodies, must establish an Irregularities Committee to investigate irregularities and make recommendations. Provincial education departments make recommendations to the MEC and Head of Department. In the case of independent bodies such a committee will report to the legal entity responsible for that independent examination body.
- (2) The following steps must be followed regarding the issuing of an NSC 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 suspected to be involved in an irregularity, only those sections of the examination script that relate to the alleged irregularity can be investigated, while the other sections must be marked in the normal way and processed.
  - (c) If the irregularity is not due to the learner's action, 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 papers.

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

**50. Release of results under investigation: Norms and Standards**

- (1) Provincial education departments and independent examination bodies must ensure that irregularities are finalised before the release of the results, thus ensuring that results that are withheld are based on firm evidence of an irregularity having occurred.
- (2) However, in cases where the nature of the irregularity is of such a nature that it cannot be finalised before the release of the results, the results of these 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 must be recorded on the computer system and such information must be made available to all examination bodies.

**51. Dealing with irregularities: Guidelines**

- (1) Annexure L provides guidelines for dealing with irregularities.

## CHAPTER 13

### SECURITY AND CONFIDENTIALITY

#### 52. Security and confidentiality: Norms and Standards

- (1) Security of information and security of all venues utilised in the examination process are of utmost importance. The provincial education departments and independent examination bodies must take all reasonable steps to ensure the security and confidentiality of the question papers, answer books/scripts, mark sheets and other assessment documents. Effective security and confidentiality measures should be taken in the following areas of the examination process:
  - (a) The drafting of the question papers;
  - (b) The dispatching of the question papers to moderators;
  - (c) The printing of the question papers;
  - (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 leaving the Department of Education.
  - (h) Distribution of question papers and submission of scripts to and from schools.
  - (i) Safe guarding of scripts of candidates under investigation.
  - (j) The maintenance of the IT system.

- (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) Permanent and temporary employees involved with the NSC 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 and independent examination bodies. The Head of the Department will make a decision with regard to the involvement of the official in the NSC 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.

## CHAPTER 14

### ACCESSIBILITY OF EXAMINATION AND CERTIFICATION INFORMATION

#### **54. Accessibility of examination information: Norms and Standards**

- (1) The Minister of Education is the custodian of examination data. The Director-General or the Head of the independent examination body approves access to examination data by members of the public.
- (2) Provincial education departments and independent examination bodies must ensure that all examination material is properly filed to allow for easy retrieval.
- (3) Provincial education departments and independent examination bodies must keep all answer scripts and other examination related documentation, for at least six months from the date of release of examination results.
- (4) Provincial education departments and independent examination bodies may shred the answer scripts after six months unless litigation is still pending, for instance scripts of candidates involved in irregularities.

#### **55. Accessibility of certification information: Norms and Standards**

- (1) The provincial education departments and independent examination bodies must submit approved learner records for certification to Umalusi subject to the directives issued by Umalusi.



- (2) The provincial department of education must immediately transfer the certification records to the historical certification records of the Department of Education.
- (3) The Department of Education must ensure that there are back-up copies of the historical certification records of provincial departments of education.
- (4) The Department of Education, provincial education departments and independent examination bodies must ensure stringent security measures during the following processes:
  - (a) Queries;
  - (b) Combination of results; and
  - (c) Verification of results.
- (5) The Department of Education, provincial education departments and independent examination bodies must have secure methods, measures and procedures in place, to ensure safekeeping of examination records, subject to directives issued by Umalusi.

**56. Accessibility of examination and certification information: Guidelines**

- (1) Scripts must be filed per subject, paper, in centre order, etc. for re-checking, re-marking, finding of lost marks or resolving queries.

## CHAPTER 15

### DOCUMENTS AND DOCUMENT CONTROL OF THE EXAMINATION SYSTEM

**57. Documents and document control of the examination system: Norms and Standards**

Documents printed by the computer system are the responsibility of the provincial departments of education and independent examination bodies. The Head of the provincial education department or independent examination body or his or her delegated officials must check the signatures and the descriptions on these documents.

**58. Documents and document control of the examination system: Guidelines**

Documentation on the resulting process of the computer system is essential for use by the provincial departments of education and should be available to them. This information is used for reference purposes in order to maintain and further develop the system.

## CHAPTER 16

### HISTORICAL RECORDS (ARCHIVING) AND DATA RETENTION

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

Copies of historical certification records are a national asset and are the responsibility of the 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)*.

**60. Copies of historical certification records and data retention: Guidelines**

Access to historical records is an integral part of the functioning of any examination section. The provincial departments of education should have computer infrastructure that can access the centralised database. These records should be used for queries, combination of results and checking of fraudulent cases.

## CHAPTER 17

### MINIMUM REQUIREMENTS FOR AN EXAMINATION COMPUTER SYSTEM

#### **61. Minimum requirements for an examination computer system: Norms and Standards**

An examination body must formulate the minimum requirements for a computer programme used in the examination process. A guideline to establish such minimum requirements is contained in Annexure M. User requirement specifications as developed by the Department of Education should be in place.

# ANNEXURE A

## EXAMINATION BOARD

### 1. INTRODUCTION

It is recommended that an Examination Board is instituted in each province to ensure that the National Senior Certificate is conducted effectively. The Examination Board, should be representative of the various stakeholders and role-players in education.

### 2. FUNCTIONS OF THE EXAMINATION BOARD

- (1) The Examination Board may have the following functions:
  - (a) To facilitate the process of policy implementation on examination and related matters; and
  - (b) To advise the Head of Department on all matters relating to examinations.

### 3. SUGGESTED COMPOSITION OF THE EXAMINATION BOARD

- (1) The composition of the Board could be as follows:
  - (a) The Head of Education in the province or his or her designated nominee may be the chairperson.
  - (b) Representative/s from amongst the following stakeholders and role-players:

- (i) Provincial directorates;
  - (ii) Other directorates in the provincial education department involved in assessment;
  - (iii) Heads of Institutions;
  - (iv) Schools Principals' Associations;
  - (v) Teacher unions;
  - (vi) School governing bodies;
  - (vii) Universities or Universities of Technology;
  - (viii) Umalusi;
  - (ix) Independent Schools; and
  - (x) Distance education colleges.
- (c) The MEC for Education will have the right to appoint additional members to the Board if he or she deems fit.

#### **4. SUGGESTED CONSTITUTION OF THE EXAMINATION BOARD**

- (1) The following could serve as a guideline when drafting the constitution of the Examination Board:
- (a) Two ordinary meetings of the Board should be held annually on dates and at places determined by the Head of Education or his or her nominee.
  - (b) The Head of Education or his or her nominee may convene a special meeting if deemed necessary.
  - (c) At least fourteen (14) days' notice should be given for all ordinary meetings.

- (d) The Executive Committee should consist of a Chairperson; Deputy Chairperson, secretary and a nominated member from the Board.
- (e) A quorum should consist of half the members of the Board plus one member.
- (f) Meeting procedures:
  - (i) At least thirty (30) days prior to the date determined for an ordinary meeting, a written notification should be given to members requesting items for inclusion on the agenda. The response to such a request must be submitted to the secretary in writing, within ten (10) days of the date of such notification.
  - (ii) An urgent matter, which is not included on the agenda, may, however, be submitted to an ordinary meeting, and may be dealt with providing none of the members present raises an objection.
  - (iii) Notice of a special meeting should be given at least seven (7) days prior to such a meeting. The agenda for such a meeting should be specified in the notice of the meeting, and no other matter may be discussed at the meeting.
  - (iv) A report of the Executive Committee may be submitted to the Board by the Chairperson of the Executive Committee or by such a member of the committee as the chairperson may determine.

- (v) No member may comment without consent of the chairperson on any motion or amendment to the motion more than once, but the proposer of a motion or an amendment has the right to reply. Each member has the right to propose that the committee deal with a matter under discussion and if seconded, the proposal must be presented without further discussion.
- (vi) All matters dealt with by the Board are decided by a majority vote of the voting members present. The chairperson may have a casting as well as a deliberative vote.
- (vii) The decision of the chairperson on any question of order or procedure will be binding unless challenged immediately by a member, in which case it shall be put without discussion to the meeting, whose decision shall be final.
- (viii) A decision of the Board may not be changed or recalled within fifteen (15) months except by a majority of two thirds of the members present.
- (h) Subsistence and traveling allowances, based on the prevailing tariffs, should be paid to members of the Board for attendance of meetings.
- (i) Representatives on the Board should be appointed for a period of three (3) years and members should be eligible for re-appointment.
- (j) Resignations from the Board should be submitted in writing to the secretary of the Board.



# **ANNEXURE B**

## **ADMINISTRATIVE ISSUES RELATING TO SCHOOL BASED ASSESSMENT (SBA) MARKS**

### **1. PRESENTATION OF SBA MARKS**

All learners must have a School Based Assessment (SBA) mark for each subject presented for the National Senior Certificate.

The mark may be either a "0" (zero), or numeric 1 through to the maximum number of marks for that subject, or a mark of 999 to indicate that a learner was absent, or a mark of 777 to indicate that a learner has an outstanding mark and the final result will therefore be withheld until the marks have been received.

Learners must be given three months from publication of results to submit SBA tasks for evaluation.

### **2. THE AWARDING OF A 999 (ABSENT)**

A learner is awarded a 999 (absent) in the following cases:

#### **2.1 The learner does not offer SBA**

The definition of 999 (in the case of SBA) should be interpreted as "not offered". A learner can only obtain a 999 if he or she did not offer any components of school-based assessment (SBA) without a valid reason. In other words, the learner attended school but did not submit a single assessment task specified for

the assessment in the Subject Assessment Guidelines. In the case of learners who are medically unfit, alternative assessment measures should be considered.

## **2.2 Incorrect registration**

When a learner registers for the wrong subject and it is detected too late to make corrections on the system, then “999” will be indicated on the official mark sheet and a handwritten mark sheet must be completed for the learner for the correct subject. Prior permission for this must have been sought from the provincial education department. A permission letter from the Examinations Directorate must be attached to the handwritten mark sheet. A provincial department of education will then be aware of handwritten mark sheets that must be completed for written papers.

## **2.3 Learners who leave school**

A “999” is indicated on the official mark sheet if for some or other reason a learner left the education system after final registration. The learner may have left the school, passed away, re-located, or left for any other reason. In these cases the “999” is recorded.

## **3. THE AWARDING OF A “0” ZERO MARK**

A “0” zero mark can only be awarded to a learner if such a learner failed to present him or herself for any ONE or more of the SBA components and/or did not offer him or herself for evaluation **WITHOUT** a valid reason/s.

#### **4. A PENDING OR OUTSTANDING SBA MARK AND THE PROCEDURE TO BE FOLLOWED**

A “777” indicates an outstanding mark. An outstanding SBA must be resolved as soon as possible and the “777” replaced with either a mark or a “999” (absent). In a case where a learner has failed to submit the piece of work within the stipulated three months or a learner has submitted the work but the work is worth a 0, a “0” is awarded.

Should no mark be received at the time of release, candidates will be given another opportunity to submit SBA marks together with an acceptable explanation. This must be completed within three (3) months of the publication of results.

If no SBA marks with an accepted explanation are submitted within the timeframe mentioned, it will be assumed the learner did not present him or herself for SBA and the “777” will be changed to “999”.

Should this happen, National Senior Certificate (NSC) learners will have to register again for that subject in the new examination cycle, and if the candidate successfully completes the internal assessment, a combination of results can be requested.

If a learner completes the SBA portfolio, but fails to write or to pass the written paper, the learner must be given the opportunity in the next cycle to write the examination and the SBA and examination marks may then be combined for resulting.

No mark, whether examination or SBA, may remain in the system for longer than three (3) years. Should a learner not achieve a full result within three years after

either the SBA or examination mark was captured, the marks of that subject must be removed from the system.

## 5 THE COMPILATION OF SBA MARKS

**Example (for purposes of illustration):**

**SBA components of subject XXX:**

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
<b>Max marks</b>	5	5	30	20	40	40	40

**Scenario 1:**

**SBA components of subject XXX with learner's marks:**

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
<b>Max marks</b>	5	5	30	20	40	40	40
<b>Learner</b>	Did not offer (No valid reason)	Did not offer (No valid reason)	Did not offer (No valid reason)	Did not offer (No valid reason)	Did not offer (No valid reason)	Did not offer (No valid reason)	Did not offer (No valid reason)

This scenario is highly unlikely, however, should there be such learners the Principal/Teacher must provide a written motivation to the relevant examination body as to the reasons why the learner did not offer him/herself for SBA and in such case a final mark of 999 (absent) must be awarded. (See paragraph 3).

*Scenario 2:***SBA components of subject XXX with learner's marks:**

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
<b>Max marks</b>	<b>5</b>	<b>5</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>Learner</b>	4	Did not offer (No valid reason)	16	Did not offer (No Valid reason)	20	20	20

$$\begin{aligned}
 \text{SBA mark} &= (4+0+16+0+20)/(5+5+30+20+40) \\
 &= 40/100 \\
 &= 40\%
 \end{aligned}$$

Once a learner has offered any ONE or more of the Programme of Assessment components, he or she **MUST** receive a SBA mark, calculated as follows:

- Components that the learner offered: Award a mark (could also be a "0").
- Components that the learner did not offer **WITHOUT** valid reasons: Award a "0" mark.
- A "0" can only be awarded if a learner offered at least ONE component but failed to obtain any marks in any one of the components that he or she offered.

*Scenario 3:***SBA components of subject XXX with learner's marks:**

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
<b>Max marks</b>	5	5	30	20	40	40	40
<b>Learner</b>	4	Did not offer (Valid reason given)	16	Did not offer (Valid reason given)	20	20	20

$$\begin{aligned}
 \text{SBA mark} &= (4+16+20)/(5+30+40) \\
 &= 40/75 \\
 &= 54\%
 \end{aligned}$$

Once a learner has offered any ONE or more of the SBA components, he or she MUST receive a SBA mark, calculated as follows:

For those components that the learner did not offer **WITH** valid reasons; disregard the specific component and scale the remaining components to equal that of the full SBA component.

Valid reasons accepted will be:

- No teacher available to evaluate or;
- Trauma (This will only apply where a learner could not present him or herself for evaluation due to trauma and no alternative assessment could be conducted).

## 7. COMPLETION OF SBA MARK SHEETS

When the completed mark sheets are collected, the examination officials at Regional, District, Area level must check that:

- Each learner's results have been properly moderated and correctly entered;
- The teacher, principal and moderator have signed each mark sheet;
- That their printed names are clearly legible;
- An imprint of the school stamp appears on each mark sheet;
- The  $\sqrt{\quad}$  /a column of each mark sheet has been completed;
- That every learner that appears on the mark sheet has been allocated a mark (or is marked absent) a = 999, and a "0" is a mark, (Whenever a 999 or 0 is given to a learner a comprehensive report from the principal must be attached to the mark sheet to justify the mark given);
- The Hash Total (i.e. the total of the moderated marks) has been correctly added and inserted in the correct columns, (999 adds as nine hundred and ninety nine); and
- That under no circumstances changes are made to the names, ID number, examination number, totals, etc. on any mark sheet. A 777 will be indicated where a learner's SBA mark is outstanding.

Handwritten mark sheets for SBA are to be completed for every learner who does not appear on the official mark sheets, provided these cases were reported previously to the provincial education department and that a suitable written explanation accompanies every handwritten mark sheet. **All mark sheets are to be completed in black ink.**

## 8. STATISTICAL MODERATION OF SBA MARKS

Learners whose SBA marks are missing or have not been finalised at the time of statistical moderation, are removed from the moderation process. The

examination results for these learners are initially left out of the moderation process, and the moderated marks are calculated at a later stage using information from the rest of the group.

Learners with SBA marks lower than 25% (or 0 SBA marks) must not form part of a school's statistical moderation process. Such learners' SBA marks must remain un-adjusted (raw SBA marks).

SBA marks must be captured as submitted, taking the above into account. Learners with a 999 (Absent) will therefore receive an "absent" for that subject and the result will be calculated in terms of the remaining subjects.



# ANNEXURE C

## THE APPROVAL PROCESS FOR SUBJECTS OFFERED BY OTHER EXAMINATION BODIES

### 1. THE STATUS OF SUBJECTS OFFERED BY OTHER EXAMINATION BODIES

- (a) Candidates may offer a maximum of one subject developed by accredited examination bodies other than the Department of Education, provided that such a subject is accommodated in national education policy.
- (b) A maximum of 20 credits may be allocated to such subjects. Accredited schools or institutions that wish to offer their subjects as part of the National Curriculum Statement Grades 10-12 (General) may do so, subject to the approval of the Department of Education

### 2. PROCEDURES FOR THE APPROVAL OF SUBJECTS OFFERED BY OTHER EXAMINATION BODIES

- (a) All requests regarding the offering of additional subjects for the National Senior Certificate must firstly be directed to the Department of Education to determine whether the Department of Education will consider the inclusion of the subject in the NCS Grades 10-12 (General) national policy.

- (b) Once approval is provided in writing, the applicant should consider the following:
  - (i) Additional subjects considered by the Department of Education for inclusion in the NCS Grades 10-12 (General) should be developed in the correct format and submitted to the Department of Education for evaluation.
  - (ii) All additional subjects must be supported by the following documents:
    - (aa) Subject Statement that will include the learning outcomes, assessment standards, content and the context in which the content must be applied;
    - (bb) A Learning Programme Guideline; and
    - (cc) Subject Assessment Guidelines.
    - (dd) In the case of additional languages, the appropriate English Language level documents, that is Home-, First Additional and Second Additional Language level should be used as a template.
  - (iii) An accredited examination body should do the development of the additional subjects requested, as well as conduct the examination thereof.
  - (iv) However, no guarantee can be given to institutions that the Minister of Education will approve the developed documents submitted to the Department of Education.
  - (v) All development is done at own risk and any cost incurred must be borne by the applicant.

- (vi) Once satisfied that all the above procedures have been followed, the Department of Education shall evaluate the submitted documents and make a recommendation to the Minister of Education.
- (vii) The Minister will consider the application and make a decision on the application. If the subject is approved as policy, the decision will be published in the Government Gazette.

# ANNEXURE D

## AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

4.2 In addition to the general criteria referred to in *paragraph 27(4)*, the following minimum criteria should apply with regard to the selection and appointment of examiners (for the setting and moderation of question papers and accompanying memoranda) and internal moderators:

- (a) Advertisements for the posts of examiners and internal moderators should be included in a departmental circular as well as in the national and/or local press.
- (b) For the examination set by the Department of Education, a selection panel shall be appointed by the Department of Education. Teacher unions, that are members of the Education Labour Relations Council, shall be allowed observer status on such a panel.
- (c) The following minimum criteria will apply in respect of the selection and appointment of candidates:

The appointee must:

- (i) have at least a recognised three-year post matric qualification that must include the subject concerned at second or third year level;
- (ii) have extensive experience as a teacher in the particular subject or in a related area and at least two (2) years' teaching experience within the last five (5) years at the appropriate level; and
- (iii) have experience as a marker.

# ANNEXURE E

## PANEL OF EXAMINERS

### 1. PANEL OF EXAMINERS

- (1) It is advantageous to appoint two or four examiners to set a question paper in order to maintain the appropriate standard for a subject. This allows for the perspectives of two or four experts in the particular subject to be utilised in the setting of the question paper.
- (2) Another advantage of the panel system is that it allows for capacity building by including one or two persons who lack prior experience in the setting of question papers. If a panel of examiners is used it is important that a Chief Examiner be appointed. The Chief Examiner takes final responsibility for the quality and standard of the question paper.
- (3) Duly binding contracts must be signed between the Examiner/Moderator and the Department of Education or the independent examination body.

# ANNEXURE F

## PROCESSING OF EXAMINATION QUESTION PAPERS

### 1. TYPING OF QUESTION PAPERS

A team of selected personnel, not exceeding four to five typists and supervised by a chief typist, may carry out the typing of question papers. They may do their work on personal computers not linked to an external network and all their work should be done in a restricted area. This task should be supervised by a senior staff member, i.e. one of the officials in the Department of Education or independent examination body who has access to the question papers. The hard disks should be cleared and transferred to relevant media, such as compact discs (CD) which must then be locked away on a daily basis.

### 2. EDITING OF QUESTION PAPERS

Language editing may be carried out by specially appointed language editors. Alternatively, this function may be carried out by a select group of subject specialists who should also complete the Contract of Confidentiality document. The final editing should be the task of the Chief Examiner and he/she, together with the internal moderator, should sign to certify that he/she has checked the question paper in every respect and that the question paper is ready for printing.

### 3. PRINTING OF QUESTION PAPERS

- (1) The Department of Education or independent examination bodies should ensure in a building with proper security that can be used for typing, printing, packaging and storage. All examination activities may then be carried out in this safe building, which allows access to certain persons

only. Therefore, in terms of printing, the provincial education departments or independent examination bodies should move to establish in-house printing facilities. Where in-house printing is done, the persons involved in the printing may also be involved in the packaging. The printing process must be carried out under the close supervision of a senior official. This official must be entrusted with the task of approving the quality and standard of the first batch of printed question papers.

- (2) Where provincial education departments or independent examination bodies choose to use external agencies for the purpose of printing, the agency concerned should be fully investigated to ensure that, *inter alia*, strict security measures are in place, and the quality of the printing is good. A detailed contract and service level agreement must be signed between the provincial education departments or independent examination bodies and the external printing provider.

# **ANNEXURE G**

**A PRO FORMA SERVICE CONTRACT  
BETWEEN THE  
DEPARTMENT OF EDUCATION  
AND  
INDEPENDENT EXAMINATION BODY**

---

**(NAME OF SCHOOL)**

**IN RESPECT OF REGISTRATION AS  
EXAMINATION CENTRE  
FOR THE NATIONAL SENIOR CERTIFICATE  
EXAMINATION  
FOR  
2008/ 2009**



1. This service contract is entered into with \_\_\_\_\_  
(name of independent school) - hereafter referred to as independent institution  
- in respect of registration as examination centre for the conduct of the  
National Senior Certificate (NSC) examination under the administration of the  
Department of Education.
2. The service contract, although entered into independently of registration with  
the Department of Education, is dependent upon the provision of proof of  
registration as school with the Department of Education.
3. The service contract, although entered into independently of registration with  
the Council for Quality Assurance in General and Further Education and  
Training (Umalusi), is dependent upon the provision of proof of registration as  
Provider of Education and Training with the Council for Quality Assurance in  
General and Further Education and Training (Umalusi).
4. The conclusion of this service contract is a precondition to qualify for  
registration as examination centre with the Department of Education.
5. The service contract and accompanying registration as examination centre  
with the Department of Education is only valid for the year of examination  
(inclusive of the supplementary examination) as stated.
6. The owners and management of the independent institution will enter into this  
service contract with the Department of Education in respect of registration as  
an examination centre. Where the owner/management of the independent  
institution is the same legal person, this will be clearly indicated.

7. The conclusion of this service contract confirms that the independent centre has met, to the satisfaction of the Department of Education, the following minimum preliminary requirements for registration as examination centre:
  - 7.1 Sufficient space and appropriate furniture for the seating of candidates;
  - 7.2 Adequate general security;
  - 7.3 A lock-up facility for the storage of examination material;
  - 7.4 Clearance - under the applicable municipal by-laws - from local fire and health services;
  - 7.5 Provision of proper lighting;
  - 7.6 Access to sufficient water and acceptable and adequate toilet facilities;
  - 7.7 Teaching staff suitably qualified and in sufficient numbers to be trained and utilised as invigilators; and
  - 7.8 Clear evidence of an ability to meet any and all costs relating to electricity, water, taxes and/or rental for the premises for the duration of the examinations.
8. The Department of Education retains the right to re-evaluate the independent centre in respect of any or all of the above criteria at any time.
9. The Department of Education retains the right to monitor the conduct of the National Senior Certificate examination and related assessment processes at the Independent Centre at any time without forewarning. This includes the appointment of a Monitoring Invigilator at the assessment centre for the duration of the National Senior Certificate examination.
10. The Independent Centre, in concluding this service contract, commits itself to unquestionably abide by all regulations in respect of the conduct, administration and management of the National Senior Certificate

examination and related assessment processes and procedures as contained in the applicable national and provincial regulations.

11. The Department of Education retains the right to request the Independent Centre to conduct and participate in any other reasonable administration matters as may be deemed necessary.
12. Where, in the opinion of the Provincial Head of Department, as a result of a preliminary investigation, developments at the Independent Centre may adversely affect the interests of candidates or the integrity of the examination or related assessment processes, the Department of Education reserves and retains the right to take control of the conduct, administration and management of the examination centre with immediate effect.
13. Where the above clause is applied, a proper investigation should be conducted. The results of such an investigation will guide the Head of Department in deciding, in accordance with national/provincial regulations, on the future of the Independent Centre as examination centre.
14. The examination and related assessment irregularities will be dealt with in accordance with prescribed procedures as contained in the applicable national regulations. All involved in assessment in general and the examination in particular are, in respect of this, under the direct jurisdiction of the relevant provincial department of education. Failure to co-operate by any person not in the employ of the Department of Education will result in sanctioning as prescribed by the national or provincial regulations.
15. Failure to abide by any of the regulations or other reasonable requests in respect of the conduct, administration and management of the NSC examination and related examination processes and procedures as contained in

the national or provincial regulations may result in the de-registration of the Independent Centre as examination centre by the Department of Education.

16. The de-registration of an Independent Centre as examination centre with the Department of Education will take place in accordance with national or provincial regulations (see the next section).

## **1. De-registration of Examination Centres**

Examination centres that do not comply with policy as stipulated in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate*, will be de-registered.

### **1.1 Reasons for de-registration of Assessment Centres:**

- 1.1.1 Physical removal of the examination centre from the premises approved by the Department of Education;
- 1.1.2 Intentional undermining of the integrity of the assessment;
- 1.1.3 Maladministration; and
- 1.1.4 Flouting of policies, regulations and guidelines.

- 1.1.1 Physical removal of the examination centre from the premises approved by the Department of Education.

All examination centres are required to operate on the premises that were approved for this purpose by the Department of Education or independent examination body. Where relocation does occur, the new premises must again be inspected by the relevant provincial department of education for evaluation as examination centre.

No examination centre may consider relocation within or less than sixty (60) days before the commencement of the final National Senior Certificate examination.

Where relocation of an Independent Centre is unavoidable because of external factors (e.g. a natural disaster), the following must be strictly adhered to:

- The Head of Department must immediately be informed in writing of the enforced relocation.
- Learners and parent(s) or guardian(s) must be informed.
- The Independent Centre is obliged to ensure the presence of proper notices at the old centre clearly indicating, *inter alia*, the location of the new venue, the name of a contact person and a telephone number for the contact person.
- The relevant provincial department of education will ensure the publication of such information in the printed/ electronic media.

**1.1.1.1 Procedure to follow when a centre relocates to new premises**

- (a) Should any centre relocate to new premises, their registration as an examination centre lapses immediately and they will be forced to seek registration at the new premises from the Department of Education.
- (b) In exceptional circumstances, and provided that the centre has an unblemished record as far as irregularities and administration is concerned, the Head of Department may allow the centre to continue to operate for the current final exit examination year only, during which time the centre must apply for, and receive, examination centre status in respect of the new premises. Should such permission be refused, or for any other reason not be granted, the registration of the centre shall lapse forthwith.

- (c) 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.
- (d) The onus is on the Head of the Institution (centre manager/ principal) to inform the Head of Department timeously of his or her intention to move.
- (e) The Head of Department shall inform the chief invigilator, in writing, of the course to be followed.
- (f) If the application for the registration of the centre is unsuccessful, the Head of Department shall inform the Head of the Institution (centre manager/ principal) of the lapse in the registration of the centre.
- (g) The Head of the Institution shall have the right to respond to the decision and furnish reasons why they believe the centre should not be de-registered.
- (h) The Head of Department shall consider such representation and make a final decision. This decision must be conveyed to the Head of the Institution, in writing. The decision is final.

#### 1.1.2 Intentional undermining of the integrity of the examination

Examination centres where there is clear evidence that there were “ghost writers” 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 guilty party prosecuted. It is not sufficient for an offending

centre to re-deploy another staff member to act as Chief Invigilator. Firm steps must be taken.

1.1.2.1 Procedure to follow when it is found that irregular practices took place at an independent examination centre:

- (a) Designated authorities should investigate the above-mentioned irregularities.
- (b) If clear evidence emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.
- (c) The Head of the Institution must be informed, in writing, of the intention of the Head of Department to close the centre due to the incidence of irregularities.
- (d) The Head of the Institution shall be asked to furnish a motivation why the centre should not be closed.
- (e) 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.
- (f) The decision must be communicated in writing to the Head of the Institution.

1.1.3 Maladministration

Examination centres may be de-registered if their maladministration results in any disadvantage to candidates, affects the integrity of the

examination or impacts negatively on the ability of the Department of Education or provincial departments of education to render a service.

The relevant provincial department of education reserves the right to take over the administration of the Independent Centre as stated in this service contract.

1.1.3.1 Procedure to follow when maladministration of an examination centre occurs

- (a) The Head of the Institution shall be warned, in writing, of the situation and given an opportunity to set matters to rights.
- (b) 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 examination year) during which time, if the Head of the Institution again demonstrates an inability to administer the process adequately, the centre may be de-registered at the end of the examination year.
- (c) The Head of the Institution 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 Head of the Institution 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.

1.1.4 The flouting of examination policies, regulations and guidelines

Examination centres where examination officials flout rules, regulations and instructions issued by competent authority may be closed.



#### 1.1.4.1 Procedure to follow when maladministration of an examination centre occurs

- (a) Instances where it is alleged that examination officials at centres flout examination rules and regulations and/or instructions by a competent authority shall be investigated.
- (b) Should substance be found to such allegations, the Head of the Institution shall be warned in writing, specifying exactly the nature of the contravention of rules, regulations and instructions. The Head of the Institution shall be given an opportunity to set matters to rights.
- (c) Should the flouting of examination policies and guidelines continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one examination year) during which time, if a further offence occurs, the centre may be de-registered at the end of the examination year.
- (d) The Head of the Institution 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 Head of the Institution 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.

Signed at \_\_\_\_\_ on this \_\_\_\_\_ day of  
\_\_\_\_\_ 200...

**DEPARTMENT OF EDUCATION:**



# ANNEXURE H

## APPOINTMENT AND DUTIES OF CHIEF INVIGILATORS AND INVIGILATORS

### 1. CHIEF INVIGILATORS

- (1) The provincial departments of education and independent examination bodies should appoint the principal or Head of Institution as Chief Invigilator. However, the provincial education departments or independent examination bodies reserve the right to appoint any competent school or office-based educator as a Chief Invigilator, should the principal or Head of Institution be found not to be capable of upholding the integrity of the external examinations.
- (2) The Chief Invigilator must appoint Invigilators in accordance with the requirements of the provincial departments of education or independent examination bodies.
- (3) The Chief Invigilator may delegate his or her duties in writing to his or her deputy if he or she is absent, and inform the district or regional office accordingly.
- (4) The Chief Invigilator must appoint educators as Invigilators, in writing, before the National Senior Certificate examination begins and provide the provincial education departments at district or regional level office with a copy of the invigilation roster.
- (5) The provincial departments of education or independent examination bodies may appoint private invigilators, including the Chief Invigilator, where necessary.

- (6) In cases where the provincial departments of education or independent examination bodies appoint private Chief Invigilators and Invigilators, the principal or the Head of the Institution is still finally accountable for the conduct of the examinations at that centre, except where the principal has been relieved of his or her examination responsibilities by the Head of Department or his or her nominee.
- (7) The Chief Invigilator must have a thorough knowledge of the procedures, rules and regulations regarding the examinations.
- (8) The Chief Invigilator must train the Invigilators before the National Senior Certificate examination begins.

## 2. INVIGILATORS

- (1) At full-time examination centres suitably qualified teachers from the teaching staff may be appointed as invigilators. At part-time centres invigilators are to be appointed in accordance with the instructions of the Head of Department.
- (2) Invigilators may be appointed in writing before the commencement of the examination. The appointments may be made by the Chief Invigilators and the head office/regional/district office should be informed of all appointments.
- (3) Besides the Chief Invigilator, one (1) invigilator may be appointed per thirty (30) candidates or part thereof.

Example:      1 - 30 candidates:      1 invigilator  
                  31 - 60 candidates:      2 invigilators  
                  61 - 90 candidates:      3 invigilators

- (4) Under no circumstances should teachers be appointed to invigilate or even to relieve other invigilators when the subject that they teach is being written.
- (5) Relief invigilators may be appointed for sessions with a duration of two (2) hours or longer. However, the relief may only be for a maximum period of twenty (20) minutes during the session.
- (6) Under normal circumstances, no person is eligible for appointment as an invigilator or assistant invigilator if a near relative (son, daughter, brother or sister) is sitting for the National Senior Certificate in that year.
- (7) Where the need exists, private invigilators may be appointed to assist with the invigilation of private candidates. Private invigilators should be persons who are trustworthy and honest, preferably community leaders.

### **3. TRAINING OF CHIEF INVIGILATORS AND INVIGILATORS**

- (1) Chief Invigilators may be invited to a meeting where they are thoroughly briefed regarding the procedures, rules and regulations relating to examinations.
- (2) Invigilators should be fully trained in invigilation and examination administration by the Chief Invigilator before they assume duty in the examination room.

#### 4. INVIGILATION

(1) Duties of the Head of the Institution/Chief Invigilator

(a) The Head of the Institution/Chief Invigilator is fully responsible and therefore accountable for the examination conducted at his or her examination centre. He or she must be present at the examination centre for the duration of every examination session. His or her specific examination-related duties might include the following:

(i) The Chief Invigilator should select and appoint Invigilators.

(ii) The Chief Invigilator should draw up invigilation and relief invigilation timetables and submit these for approval of the district director/manager.

(iii) The Chief Invigilator should see to the preparation and readiness of the examination room(s), which includes the following:

(aa) Candidates may not sit two to a desk or table.

(bb) Candidates must be seated at least one metre apart.

(cc) Subject matter such as drawings, etc. must be removed from the walls.

(dd) Chalkboards must be cleared of writing, formulae or drawings, etc.

(ee) Examination rooms must be sufficiently ventilated and illuminated.

- (iv) Before the commencement of the first examination session, the Chief Invigilator should read the instructions relating to the examination and inform candidates that they could forfeit their results should they contravene any of the instructions.
- (v) The Chief Invigilator should ensure that the candidates have ten (10) minutes reading time per question paper, during time which no writing may take place, before the official commencement of the examination over and above the reading of any other instructions that may be necessary.
- (vi) Before opening the question papers in the examination room, the Chief Invigilator and Invigilator should ascertain that the question paper is correct, according to the time and date specified on the examination timetable (e.g. paper number, language, etc.).
- (vii) The Chief Invigilator should open the question paper envelopes in front of the candidates and remain in the examination room until the question papers have been issued to candidates.
- (viii) The Chief Invigilator should visit the examination room(s) frequently during each session and make sure that a high standard of invigilation is maintained.
- (ix) The Chief Invigilator should draw up a seating plan, indicating the examination room(s) with the desk arrangement and the examination numbers of candidates. This must be submitted for each paper written. If the Chief

Invigilator prefers to combine groups in one hall/room, the arrangement will have to be reflected on the plan.

- (x) The Chief Invigilator should ensure that there are no unauthorised persons in and around the examination room(s).
- (xi) The Chief Invigilator should ensure that all candidates are advised timeously of requisites such as rulers and drawing instruments to be used in the examination of specific subjects, e.g. Engineering Graphics and Design.
- (xii) The Chief Invigilator should ensure that the invigilators complete the absent/present column on the mark sheets correctly.
- (xiii) The Chief Invigilator should assist with relief invigilation in centres.
- (xiv) The Chief Invigilator should ensure that scripts are properly batched and packed according to the candidates' examination numbers once the session has ended. The mark sheet belonging to a certain batch of scripts must be included with that batch.
- (xv) The collection of the scripts or the delivery of the scripts to the regional/district/circuit office, as arranged by the regional/district/circuit office, is the responsibility of the Chief Invigilator.



- (xvi) Chief Invigilators should ensure that all equipment (e.g. computers, printers, typewriters, drawing boards, etc.) to be used by candidates is serviced timeously and is in perfect working condition and available at the examination venue on the day of the examination.
- (xvii) The Chief Invigilator should collect, check and sign all invigilation claim forms, if applicable.
- (xviii) The Chief invigilator should submit written reports on all suspected and other cases of irregularities to the district office without delay.

**NOTE: The Head Office/regional office/district or circuit office must be informed in writing of any changes in invigilation timetables, etc. However, in the case of a change in venue they should apply for approval.**

(2) Specific duties of invigilators

(a) Admission of candidates to, and their exit from, the examination room

- (i) Every candidate must produce his or her admission letter as well as proof of identity, preferably his or her official identity document or passport, on admission to the examination room. Invigilators must enforce this requirement rigorously. If a candidate fails to produce the required documents, an irregularity will be declared and the candidate will be allowed to present the required documents to the invigilator after the examination, failing which the normal procedure pertaining to irregularities must be followed.

- (ii) A candidate should be seated at least thirty (30) minutes before the commencement of the examination session. The invigilator should be present in the examination room from the time that the examination room is opened to the candidates until the end of the session.
- (iii) The invigilator should ensure that the candidates have ten (10) minutes reading time per question paper, during which no writing may take place, before the official commencement of the examination over and above the reading of any other instructions that may be necessary.
- (iv) Only in exceptional circumstances may a candidate be admitted to the examination room after the commencement of an examination, but not after an hour has elapsed.
- (v) A candidate may not leave the examination room during the course of the first hour of the examination session.
- (vi) Only a candidate who has registered for the examination, the invigilator concerned, the Chief Invigilator and an authorised representative of the department may be present during an examination. An examiner who has to conduct an oral examination, or a reader of test passages may be present in the examination room/centre for the period required for the execution of his/her duties.
- (vii) All persons not officially concerned with the examination should leave the examination room before the envelopes containing question papers are opened, and such persons may not enter the examination room during the examination.

- (viii) In an emergency a candidate may leave the examination room temporarily but only under supervision.
- (ix) The invigilator should move about continually in the examination room but without disturbing the candidates.
- (x) Any candidate contravening the rules and regulations of the examination should be referred to the Chief Invigilator without delay.
- (xi) The invigilator must ensure that the candidate's examination number, which appears on his/her timetable, is written at the top of each examination answer book and at the top of each loose sheet of paper used by that candidate during the examination.

(b) Instructions to Candidates

The following instructions to candidates must be discussed in detail during an information session before the actual start of the examination and, if necessary, at the start of each examination session.

(c) The following is a guideline of what may be read out to candidates:

- (i) *Examinations will now be conducted in this room in the following subjects: (the invigilator then announces the actual subjects, e.g. Accounting, Geography, Mathematics etc). Candidates who have not entered for these subjects must now leave the examination room.*
- (ii) *No explanation of examination questions may be asked for or given.*

- (iii) *As soon as you have handed in your examination script, you must leave the examination room. You will not be allowed to leave the examination room within the first hour of the session. In an emergency a candidate will be allowed to leave the examination room under supervision.*
- (iv) *You must carefully read and comply with the instructions, which appear on the front cover of his/her answer book and also those on the question paper.*
- (v) *You are not allowed to assist another candidate or try to assist him/her to get help or communicate with anybody other than the invigilators. Any questions should be directed to the invigilator.*
- (vi) *You may not create a disturbance in the examination room or behave in an improper or unseemly manner.*
- (vii) *You may not disregard the instructions of the invigilator.*
- (viii) *You may not have a book, memorandum, notes, maps, photos or other documents or papers (including unused paper), or other material which may be of help to you in the examination, other than that provided to you by the invigilator and the admission letter/permit in your possession, while you are in the examination room. The excuse that you have forgotten that you had it in your possession will not be accepted.*
- (ix) *Only calculators as approved and prescribed may be used by a candidate in the examination, except in subjects where these are indicated on the question paper as being prohibited.*
- (x) *If you do not obey these instructions, you render yourself liable to suspension from current and future examinations, and the Department*

*may, in such a case, refuse to give you credit for other examination papers written.*

- (xi) All aids and answer books as well as answer sheets issued to you must be handed in before you leave the examination room.*
  - (xii) Read any errata on a specific question paper to the candidate(s) concerned.*
  - (xiii) You are allowed ten minutes reading time of the question paper before the official commencement of the examination during which time NO writing of any kind may take place.*
- (d) The Chief Invigilator must also refer candidates to the last two pages of the examination script, where the Rules and Regulations for the examinations are printed.

## **5. EXAMINATION SCRIPTS**

- (1) All work, including rough work, is to be done on the script/answer book/papers provided. Candidates may not be given scripts especially for rough work and all used answer books, including spoiled answer books, are to be collected.
- (2) Strict attention is to be paid to the instructions, if any, printed at the top of an examination question paper on using separate answer sheets for particular sections or parts of a paper.
- (3) Invigilators may not issue a second answer book to a candidate before they have satisfied themselves that the first answer book is full, except where *paragraph 5(2)* is applicable. Steps are to be taken to ensure that

candidates do not receive more answer books than they require. Where more than one (1) answer book is used, every answer book is to be numbered to indicate the number of the answer book and the total number of answer books handed in, e.g. 1 of 1 (only one answer book was handed in), 2 of 3 (the second answer book of a total of 3), etc.

- (4) Under no circumstances may the names of the candidates or the name of the institutions where they are enrolled, appear anywhere on their answer books.
- (5) Under no circumstances may a candidate be allowed to remove either a used or an unused answer script from the examination room.
- (6) Aerial photographs and topographic maps are to be collected on conclusion of the examination and these may become the property of the school concerned for future use in the teaching of Geography.

## **6. HANDLING OF EXAMINATION QUESTION PAPERS**

- (1) Before the examination commences, the Chief Invigilator is to draw the attention of all candidates to:
  - (a) The main instructions on the examination timetable and on the answer books; and
  - (b) The fact that no recognition will be given to answer scripts or any other answer sheets which candidates omit to hand in immediately on conclusion of the examination session in the paper concerned.
- (2) After the question papers have been distributed to candidates, the invigilator must ask the candidates to go through the question paper with

him or her, page by page, checking it against the certified copy, to ensure that on each page:

- (a) The number of the page is correct;
  - (b) The name of the examination paper is the same on each page; and
  - (c) The frame/border around the printed matter is complete.
- (3) Invigilators are to check against a control list (mark sheet) that every candidate has received the correct question paper for the subject the candidate entered. A question paper is thus not to be issued simply on the show of hands.
- (4) Invigilators may not, on any account, read aloud to a candidate any question or part of a question, or draw attention to any error which he/she may have observed in any of the examination questions unless an errata is included in the question paper. They may not respond to any enquiry from a candidate in a manner that would be regarded as an explanation of the question.

## **7. INVIGILATION**

- (1) Invigilators must ensure that candidates write their correct identity numbers/examination numbers on their scripts.
- (2) Chalkboards must be cleared of all writing, drawings, etc.
- (3) Each session must commence and terminate according to the time specified on the examination timetable.

- (4) An invigilator may not knit, read, mark or do any work that will hamper him/her in the execution of his/her duties as invigilator. Cellular phones may not be used under any circumstances.
- (5) An invigilator may not sit down but must move around the examination room without disturbing the candidates.
- (6) An invigilator may not help a candidate with the answering of any examination question or explain any "unclear" part of the examination paper to the candidate.
- (7) An invigilator may not invigilate a subject which he/she teaches in any grade except where the subject demands it, e.g. Information Technology, Computer Application Technology, Engineering Graphics and Design.
- (8) Invigilators may not speak to one another or cause a disturbance to candidates.
- (9) Invigilators may not leave the examination room or leave the candidates unattended.
- (10) An invigilator must position him or herself inside the examination room facing the candidates and may not invigilate from outside the examination room looking through the windows.
- (11) Invigilators may not allow candidates to copy, or assist them, or allow candidates to be assisted by anyone, during the examinations.
- (12) Copies of question papers may not be given to anybody outside the examination room nor may they be taken out before the session has ended and the candidates have left the room.



- (13) Invigilators must adhere to the special examination requirements of certain subjects.

**8. PACKING OF THE SCRIPTS BY THE INVIGILATORS AFTER EACH SESSION**

- (1) Invigilators should:
- (a) Check that candidates who were present and wrote the paper are marked present and those who were absent are marked absent.
  - (b) Arrange the scripts which belong to a specific mark sheet in numerical order according to the examination numbers appearing on the mark sheet, e.g. if there are hundred and fifty (150) candidates, there should be three (3) mark sheets and three (3) piles of scripts.
  - (c) Place the mark sheet that belongs to a pile of scripts on top of the pile of scripts.
  - (d) Wrap the scripts and the mark sheets and write down the centre number, subject (Home or First Additional Language), and the number of scripts on the wrapper.
  - (e) Make sure that all the scripts are handed in and that each parcel of scripts is accompanied by its relevant mark sheet.
  - (f) Deliver the scripts to the district/circuit office or the official responsible for the collection of the scripts. Scripts should be returned to the district/circuit office on a daily basis.

## 9. DEALING WITH MARK SHEETS

- (1) Mark sheets must be completed correctly by the invigilators on duty in the examination room. The following should be noted about mark sheets:
  - (a) There must be at least one (1) mark sheet for each subject written at a centre.
  - (b) Different mark sheets are provided for languages.
  - (c) If there are more than fifty (50) candidates writing a certain subject, there should be more than one (1) mark sheet. (One mark sheet is used for every fifty (50) candidates or part thereof.)
  - (d) The examination numbers of the candidates should appear on the mark sheets.
  - (e) It is imperative that mark sheets are accompanied by the correct set of scripts.
  - (f) The ONLY "writing" which invigilators should include on the mark sheet, is the completion of the "absent/present" columns.
  - (g) All mark sheets must be returned to the provincial head office via the regional/district/circuit office concerned, even if none of the candidates wrote the particular paper.
  - (h) Under no circumstances should information be added to the mark sheet.

- (i) Information appearing on a mark sheet may not be deleted or changed.
- (j) If a mark sheet is not included with the question papers, this should be reported to the regional/district/circuit office by the Head of the Institution/Chief Invigilator. The regional/district/circuit office, in turn, has to report this to the provincial head office.
- (k) In instances where mark sheets are not included with the question papers, hand-written copies should be completed and submitted.

#### **10. RELIEF INVIGILATION**

- (1) All invigilators invigilating sessions longer than two (2) hours should be relieved for a maximum of twenty (20) minutes.
- (2) The Head of the Institution/Chief Invigilator acts as a relief invigilator for the first six (6) invigilators.
- (3) One (1) relief invigilator may be appointed for each six (6) invigilators or part thereof, for example:
  - 1 - 6 invigilators: Head of the Institution/Chief Invigilator
  - 7 - 12 invigilators: Head of the Institution/Chief Invigilator + 1 relief invigilator.

# ANNEXURE I

## RETURN OF EXAMINATION SCRIPTS

1. Examination scripts should either be fetched/collected from the examination centre by a provincial education department, or independent examination body official or delivered to the regional/district office by the Chief Invigilator or by a designated official.
2. A register should be kept at all points where scripts are transferred. Officials involved in the transfer of scripts should sign this register, which should be kept at the regional/district office until the end of the examination and then transferred to the provincial head office.
3. Under no circumstances should scripts be kept at an examination centre overnight.
4. Examination scripts should also be sealed in a special envelope to prevent them being tampered with.
5. When scripts are received at the provincial head office, they should be checked against the relevant mark sheet, before being transferred to the marking centre. A record should be kept of all examination scripts transferred to the marking centre and the marking centre manager must sign for the receipt of these scripts.
6. It is recommended that a control system that is accurate and reliable be put in place so as to allow officials to ascertain where particular scripts are at any given time.

# ANNEXURE J

## AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

“4.3 In respect of an examination 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).”

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:

- the Chief Examiner;
- relevant departmental officials; and
- teacher unions (as observers).” (*Personnel Administration Measures (PAM)*, p.105).

# ANNEXURE K

## MARKING PROCEDURES

1. Marking will commence at the termination of the examination.
2. The marking procedure in terms of the different subjects should be left to the Chief Marker. "Script marking" may be used in certain subjects, rather than "question marking". The "question marking" approach creates logistical problems but it is advantageous in standardisation in the marking process.

# ANNEXURE L

## DEALING WITH DISCIPLINE AND MISCONDUCT – EXAMINATION IRREGULARITIES

### 1. STRUCTURES FOR THE HANDLING OF IRREGULARITIES

#### (1) The National Examinations Irregularities Committee (NEIC)

The National Examinations Irregularities Committee (NEIC) is a committee established by the Minister to support the provincial departments of education in ensuring that the credibility of the examinations is maintained. This committee will co-ordinate the handling of irregularities on a national level and will ensure that a consistent approach is implemented in the handling of irregularities across all nine provincial departments of education.

#### (a) Composition of the NEIC

##### (i) The National Examinations Irregularities Committee will comprise the following persons:

- (aa) Two representatives from the Department of Education appointed by the Director-General. The representative from the Chief Directorate: Educational Measurement, Assessment and Public Examinations will serve as chairperson and the second representative will be nominated from the Legal Section of the Department of Education.



- (bb) One official from each of the provincial departments of education, nominated by the Head of Department.
    - (cc) One representative from each of the private examination bodies.
  - (ii) In addition the following persons will be nominated as observers:
    - (aa) One representative from Higher Education South Africa;
    - (bb) One representative from the South African Qualifications Authority;
    - (cc) One representative from Umalusi; and
    - (dd) One representative from each of the recognised teacher unions.
  - (iii) All members of the committee, together with the chairperson, will be appointed by the Director-General. The Minister will appoint the additional members with observer status.
- (b) Jurisdiction of the NEIC
- (i) The National Examinations Irregularities Committee will have jurisdiction in any alleged examination irregularity relating to, or occurring during, the various stages of the assessment process, which includes:
    - (aa) Registration of learners;
    - (bb) Compilation of internal assessment marks;

- (cc) Monitoring and moderation of internal assessment;
    - (dd) Setting and moderation of examination question papers;
    - (ee) Writing of the examinations;
    - (ff) Marking of examination scripts;
    - (gg) Capturing of marks;
    - (hh) Standardisation of results;
    - (ii) Release of examination results; and
    - (j) Certification process.
  - (ii) All decisions taken by the Provincial Examinations Irregularities Committee relating to irregularities in the above stages of the assessment process will be subject to final ratification by the National Examinations Irregularities Committee.
- (c) Functions of the NEIC
- (i) The NEIC must be responsible for co-ordinating and supporting the Provincial Examinations Irregularities Committees (PEICs) in the handling of examination irregularities in their respective provinces.
  - (ii) The NEIC must co-ordinate and support the Examinations Irregularities Committee of the private examination bodies.
  - (iii) The NEIC will also ensure that examination irregularities are handled in a consistent manner across the country. This will be accomplished by taking responsibility for the following:

- (aa) Supporting the provincial departments of education and independent examination bodies in the development of capacity relating to the identification, investigation and reporting of examination irregularities;
- (bb) Supporting the provincial departments of education and independent examination bodies in the establishment of appropriate systems and structures for the handling of irregularities;
- (cc) Provision of timeframes for the finalisation of examination irregularities that occur during the different stages of the assessment process so as to ensure that a reasonable number of the examination irregularities are finalised prior to the release of the results;
- (dd) Ensure that all requirements relating to the provision of irregularity reports to Umalusi are appropriately complied with;
- (ee) Evaluate the reports on irregularities received from the PEICs and from the Examinations Irregularities Committee of the private examination bodies, so as to ensure that the irregularities are dealt with appropriately;
- (ff) Review the recommendations of the PEICs and the Examinations Irregularities Committee of the private examination bodies, relating to the sanctions to be imposed so that there is consistency in the severity of sanctions;
- (gg) Support the provincial departments of education in the handling of appeals submitted to the Department;

(hh) Assist the provincial departments of education in identifying institutions that have recurring irregularities and establish whether those institutions are credible enough to be regarded as examination centres and make recommendations on action to be taken; and

(ii) Investigate examination irregularities as requested by the Director- General.

(2) The Provincial Examinations Irregularities Committee

(a) Each provincial department of education must establish a Provincial Examinations Irregularities Committee.

(b) The Provincial Examinations Irregularities Committee must take responsibility for the handling of assessment irregularities at a provincial level.

(c) The Head of Department must appoint the members of the Provincial Examinations Irregularities Committee.

(d) The composition of the PEIC should be as follows:

(i) Five officials in the employ of the relevant provincial departments of education recommended to the Head of Department for appointment by the provincial Examinations Board;

- (ii) The provincial education department must include competencies and expertise in the following areas:
  - (aa) The education system as a whole;
  - (bb) The examination system;
  - (cc) Professional legal practitioner;
  - (dd) Subject area specialisation, co-opted on a need basis; and
  - (ee) Labour relations.
- (iii) In addition, the following persons will be nominated as observers:
  - (aa) One representative from Higher Education South Africa;
  - (bb) One representative from the South African Qualifications Authority;
  - (cc) One representative from Umalusi; and
  - (dd) One representative from each of the recognised teacher unions.
- (iv) All members of the committee together with the chairperson will be appointed by the Head of Department. The additional members with observer status will be appointed by the MEC.

(c) Jurisdiction of the PEIC

- (i) The Provincial Examinations Irregularities Committee has jurisdiction in any alleged examination irregularity relating to or occurring during the following:

- (aa) Compilation, monitoring and moderation of Internal assessment;
- (bb) Writing of the final National Senior Certificate examination;
- (cc) Marking of examination answer scripts;
- (dd) Processing of external question papers;
- (ee) Processing and release of examination results;
- (ff) Conditions under which candidates are examined; and
- (gg) Any other irregularities related to examinations.

(f) Functions of the PEIC

- (i) The PEIC must investigate and make recommendations on appropriate action to the Head of Department or his or her nominee in respect of the following:
- (aa) Misconduct by educators in the compilation, monitoring or moderation of internal assessment;
  - (bb) Misconduct by any person involved in any or all processes of assessment;
  - (cc) Misconduct by the Chief Invigilators or examination monitors or officials involved in the administration or running or management or monitoring of examinations;

- (dd) Misconduct by invigilators or any other person involved in the administration or management or monitoring of examinations at public or independent schools or learning institutions registered as examination centres with the relevant provincial department of education;
  - (ee) Examination irregularities involving candidates at public or independent schools or learning institutions registered as examination centres with the relevant provincial department of education;
  - (ff) Irregularities in the appointment of Chief Invigilators or Invigilators or Internal Moderators or Chief Examiners or Chief Markers or Deputy Chief Examiners or Deputy Chief Markers or Senior Markers or Markers or Monitors or Administration Assistants;
  - (gg) Any action by an outside body or person that may impact adversely in any way on the successful administration, management or monitoring of assessment or examination, or compromise the integrity and legitimacy of such assessment or examination;
  - (hh) Examination irregularities based on reports or complaints received from any quarter; and
  - (ii) Any other irregularities related to examinations.
- (ii) The PEIC may utilise the services of other officials from the provincial department of education to conduct investigations and hearings. These officials will operate

under the jurisdiction of the PEIC and will report to the PEIC.

(3) Private Examinations Irregularities Committee

- (a) The private assessment bodies must establish an Examinations Irregularities Committee.
- (b) The composition and function of the Examinations Irregularities Committee established by the private assessment bodies may be similar to that of the PEIC.
- (c) The Examinations Irregularities Committee contemplated in *subregulation (3)(a) and (3)(b)*, must report all irregularities to the NEIC.

(4) School Examination Irregularities Committee

Each school must establish a School Examination Irregularities Committee whose composition and functions will be determined by the provisions of the policy of the provincial departments of education and independent examination body.

## 2. CATEGORISATION OF EXAMINATION IRREGULARITIES

- (1) Examination Irregularities must be categorised as follows:
  - (a) Administrative errors or omissions;
  - (b) Behavioural Offences; and
  - (c) Acts of Dishonesty.



### **3. IDENTIFICATION OF IRREGULARITIES IN RESPECT OF INTERNAL ASSESSMENT**

#### **(1) Candidates**

- (a) Irregularities in respect of internal assessment and involving candidates may occur through administrative errors or omissions or derive from behavioural offences or acts of dishonesty.
- (b) This category of irregularity includes:

  - (i) A candidate not fulfilling the minimum requirements in respect of the compilation of a mark for internal assessment in a subject;
  - (ii) A candidate refusing to abide by any or all of the minimum requirements in respect of the compilation of a mark for internal assessment in a subject;
  - (iii) A candidate who, in respect of any component of a mark for internal assessment completed under controlled conditions, does the following:

    - (aa) Continues to create a disturbance or intimidate others, or behave in an improper or unseemly manner despite a warning; or
    - (bb) Drunk or disorderly conduct; or
    - (cc) Persists in disregarding the arrangements or reasonable instructions of a teacher despite a warning; or

(dd) Continues to disregard assessment regulations despite a warning.

(iv) A candidate knowingly making a false statement in respect of the authenticity of a particular component of the mark for internal assessment in the subject or the internal assessment mark for the subject as a whole.

(2) Examination officials

(a) Irregularities in respect of internal assessment may be committed by:

(i) Professional teachers, such as teachers or principals at schools or learning institutions or staff from Professional Support Services or related directorates or circuit managers, etc., whose normal job descriptions automatically incorporate such duties.

(ii) Teachers in the immediate employ of an independent school or learning institution registered as an examination centre with the relevant provincial department of education who, in the performance of assessment duties, are doing this under the jurisdiction of the relevant provincial department of education.

(iii) Administrative personnel whose duties include work in respect of examination, certification and accreditation.

(iv) Administrative personnel in the immediate employ of an independent school or learning institution registered as an

examination centre with the relevant provincial department of education who, in the performance of examination duties, are doing this under the jurisdiction of the relevant provincial department of education.

(v) Irregularities in respect of internal assessment involving examination officials may be identified at any of the following stages:

- (aa) The compilation of the mark for internal assessment at the school or learning institution.
- (bb) The monitoring or moderation of the mark achieved in respect of internal assessment.
- (cc) The capturing and processing of data;
- (dd) Investigations in respect of suspected internal assessment irregularities.

(vi) The assessment irregularities may include the following:

- (aa) The teacher wilfully and intentionally, without a valid reason, fails to satisfy the requirements or excludes one or more assessment tasks from the compilation of the final assessment marks;
- (bb) The teacher alters, in other words, either decreases or increases the marks of candidates without the approval of the Internal Moderator or head of the institution;
- (cc) The teacher wilfully provides assistance to a learner that advantages a learner unfairly in comparison to other learners; and

- (dd) The teacher collaborates with a candidate who presents the whole or part of the portfolio that is not his or her own work.

#### **4. IDENTIFICATION OF EXAMINATION IRREGULARITIES IN RESPECT OF THE NATIONAL SENIOR CERTIFICATE EXAMINATION**

(1) Examination irregularities caused by administrative errors and omissions

(a) Administrative errors and omissions include:

- (i) Failure to produce (as opposed to fraudulent) an identity document;
- (ii) Late arrival at the examination centre;
- (iii) Incorrect or no examination number;
- (iv) Examination number not on the mark sheet;
- (v) Answer script damaged;
- (vi) Examination answer script found amongst answer scripts from another examination centre;
- (vii) Examinations conducted at an examination centre other than the examination centre where the candidate registered;
- (viii) Examination answer script lost or missing;
- (ix) Prescribed (as opposed to issued) answer script not used; and
- (x) Any other technical difficulty or problem with either answer scripts or answer sheets or proceedings.

(2) Examination irregularities involving candidates stemming from behavioural offences or wilful disobedience regarding regulations or instructions issued during an examination

- (a) This category of examination irregularity includes:
  - (i) Creating a disturbance or intimidating others or behaving in an improper or unseemly manner despite a warning;
  - (ii) Disorderly conduct;
  - (iii) Disregard for the arrangements or reasonable instructions of the invigilator despite a warning; and
  - (iv) Disregard for examination regulations despite a warning.
- (3) Examination irregularities involving examination officials
  - (a) Examination irregularities in respect of the examination may be committed by:
    - (i) Professional teachers, such as teachers or principals at schools or learning institutions or staff from Professional Support Services or related directorates or circuit managers, etc., whose normal job descriptions automatically incorporate such duties.
    - (ii) Teachers in the immediate employ of an independent school or learning institution registered as an examination centre with the relevant provincial department of education who, in the performance of examination duties, are doing this under the jurisdiction of the relevant provincial department of education.

- (iii) Administrative personnel whose duties include work in respect of examination, certification and accreditation.
  - (iv) Administrative personnel in the immediate employ of an independent school or learning institution registered as examination centre with the relevant provincial department of education who, in the performance of examination duties, are doing this under the jurisdiction of the relevant provincial department of education.
- (b) Examination irregularities may be identified at any of the following stages:
- (i) Registration of candidates;
  - (ii) Appointment of Examiners and Internal Moderators;
  - (iii) Setting, internal and external moderation of the examination question papers;
  - (iv) Editing, proofreading, translation and final approval of question papers; and
  - (v) Printing, packaging, storage and distribution of question papers to examination centres.
  - (vi) Setting or moderation or translation or editing of external question papers;
  - (vii) Typing or printing or packing or distribution or collection or delivery of external question papers or answer scripts;

- (viii) Invigilation or monitoring;
  - (ix) Marking;
  - (x) Data capturing and processing; and
  - (xi) Release of examination results.
- (4) Irregularities that may occur during the Conduct of the Examination
- (a) Examination irregularities identified during the writing of the examination may be classified as :
    - (i) Learners misbehaving or wilfully disobeying regulations or instructions issued during an examination;
    - (ii) Learners engaged in dishonest acts during the examination process; and
    - (iii) Department officials/teachers contravening the legislation on the conduct of the National Senior Certificate examinations, so as to grant candidates an unfair advantage/disadvantage in the examination.
  - (b) This category of examination irregularity includes -
    - (i) Creating a disturbance or intimidating others or behaving in an improper or unseemly manner;
    - (ii) Disorderly conduct;

- (iii) Disregard for the arrangements or reasonable instructions of the invigilator despite a warning; and
  - (iv) disregard for examination regulations.
- (c) Learners engaged in dishonest acts during the examination process include those that are identified before the commencement of the examination and those that are identified while the question paper is being written.
- (d) Acts that are identified before the commencement of the examination include the following:
  - (i) Presentation of fraudulent identification documents;
  - (ii) Failure to present identification documents;
  - (iii) Bribery or attempted bribery;
  - (iv) Access to leaked question paper/s; and
  - (v) Possession of unauthorised examination material.
- (e) Acts that are identified while the question paper is being written include the following:
  - (i) Possession of notes or any other unauthorised material, which could in any way assist in the answering of questions;



- (ii) Copying from notes or textbooks or any other unauthorised material;
- (iii) Copying from fellow candidates;
- (iv) Attempting to obtain assistance from, or being assisted by, another candidate or any other individual;
- (v) Assisting, or attempting to assist, another candidate;
- (vi) Receiving assistance from any other source;
- (vii) Question paper written by another or substitute candidate;
- (viii) The use of another candidate's examination number;
- (ix) Any other type of conduct or possession, which could render improper assistance or unfair advantage to a candidate and thereby prejudice other candidates;
- (x) Use of a cell phone, programmable calculators or any other electronic device that may be of assistance to the candidates whilst writing the examination, except where the examination instructions specify otherwise; and
- (xi) Any other action, which is in contravention of the relevant legislation.

- (f) As answer scripts are handed in or marked:
  - (aa) The answer script handed in is different from that issued by the invigilator; or
  - (bb) Different handwriting in an answer script; or
  - (cc) Two examination answer scripts submitted for one candidate; or
  - (dd) Crib notes discovered;
  - (ee) No crib notes, but clear evidence of copying; or
  - (ff) Evidence of possible assistance by an invigilator; or
  - (gg) Indications that the candidate has been allowed to be examined in terms of an “open book” examination; or
  - (hh) Answers too similar to the memorandum; or
  - (ii) Answer script, or any part thereof, removed from the examination room and submitted later; or
  - (jj) Examination conducted outside the examination room or examination centre without prior authorization.
  
- (g) In any of the stages relating to the writing of the examination, if there is evidence that there is a contravention of the relevant legislation on the part of examination officials involved in these processes, which could result in the granting of an unfair advantage to the candidates writing the examination, this must be declared an irregularity.

(5) Irregularities that may occur during the Marking Process

Irregularities in the marking process relate to irregularities identified by Markers of scripts and any other actions committed by examination officials and Markers which are in contravention of the national and provincial regulations.

(6) Irregularities committed by Examination Officials or Markers

- (1) Any evidence that indicates that an examination official or Marker engaged in the following actions constitutes an irregularity:
- (i) Failure to adhere to the criteria and the prescribed process for the appointment of Markers, Senior Markers, Chief Markers, examination assistants and other persons involved in examination-related work as prescribed in the *National Education Policy Act, 1996 (Act No. 27 of 1996)*.
  - (ii) Marker appointed and found to have made a false statement in the application.
  - (iii) Marker not adhering to prescribed policy and requirements for marking.
  - (iv) Misbehaviour by Marker at marking venue or marking accommodation.
  - (v) Any action that indicates a wilful intent to misplace or destroy the scripts of a candidate or candidates.
  - (vi) Intentional awarding of marks to candidates that is not justified by the evidence on the script or the marking guideline.
  - (vii) Manipulation of the marks so as to unfairly advantage or disadvantage a candidate or candidates.
  - (viii) Any other action that is in contravention of these regulations.

(7) Irregularities identified by Markers

- (a) Irregularities identified by Markers at the marking centres include the following:
- (i) The answer script handed in is different from that issued by the Invigilator;
  - (ii) Different handwriting on an answer script;
  - (iii) Two examination answer scripts, written by two different candidates submitted with the same examination number;
  - (iv) Crib notes discovered in the answer script;
  - (v) No crib notes, but clear evidence of copying;
  - (vi) Evidence of possible assistance by an Invigilator;
  - (vii) Indications that the candidate has been allowed to be examined in terms of an “open book” examination; and
  - (viii) Answers identical to the marking guideline.

(8) Irregularities that may occur during the Capturing Process, Standardisation, Release of Results, Issuing of Statements and the Certification Process

- (a) A contravention of these regulations in any of the stages relating to the capturing, processing, standardisation, release of results and certification, on the part of examination officials involved in these processes, which

could undermine the credibility of the examination results, must be declared an irregularity.

- (b) Some of the actions deemed to be irregular during the processes include the following:
  - (i) Negligence;
  - (ii) Indolence;
  - (iii) Failure to abide by relevant legislation or policies or regulations;
  - (iv) Unauthorised release of sensitive/confidential information;
  - (v) Misuse of authority for private gain or reward;
  - (vi) Unauthorised access to examination data or subject credits; and
  - (vii) Failure to accurately verify information on certificates and qualifications.
- (c) It is the duty of the examination official or systems administrator or service provider responsible for these functions, to ensure the accuracy of the examination data provided. Any data presented that is inaccurate must be regarded as an irregularity.
- (d) Provision of examination data to any institution or individual, without the approval of the Director-General or Head of Department, or his or her nominee constitutes an irregularity.

## 5. ASSESSMENT IRREGULARITY PROCEDURES

- (1) Procedures in respect of internal assessment candidates
  - (a) Internal assessment irregularities involving learners must be dealt with at the level of the school or learning institution by the School Assessment Irregularities Committee (SAIC) in accordance with the policy provided by the provincial departments of education and independent examination bodies.
  - (b) Where the candidate does not comply with the minimum requirements of any component of the internal assessment mark, the following applies:
    - (i) In the event of a valid reason for compliance failure, the candidate must be allowed the opportunity to redo the task or, where impractical, the mark for that particular component of the internal assessment mark should not be taken into consideration.
    - (aa) “Valid reason”, in this context, constitutes the following:
      - Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
      - Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
      - The learner appearing in a court hearing; supported by written evidence; or

- Any other reason as may be declared valid by the Head of Department or his/her nominee.

- (c) Candidates must be reminded that the fabrication of evidence in general and especially in respect of the stipulations of *paragraph 5(1)(b)(i)(aa)* above constitutes fraud.
  - (d) Where a candidate does not comply with the minimum requirements of internal assessment for a subject on the basis of valid reasons, evidence of such valid reasons must be included in the learner portfolio for that subject.
  - (e) Where a candidate does not comply with the minimum requirements of internal assessment for a subject without a valid reason, a “0” (zero) is recorded and 0 is used in the compilation of the mark for the particular component or internal assessment as a whole (as may be applicable).
  - (f) The absence of an internal assessment mark in any subject must result in the candidate registered for that particular subject receiving an “incomplete” result.
- (2) Procedures in respect of internal assessment – assessment officials
- (a) All alleged irregularities in respect of internal assessment involving examination officials must be reported to the provincial Head of Department or his or her nominee by the Head of the Institution. Recurring cases must be reported to the National Examinations Irregularities Committee (NEIC).

- (b) Suspected internal assessment irregularities involving teachers constitutes an act of misconduct and must be dealt with in accordance with the *Employment of Educators' Act*.
- (c) Suspected internal assessment irregularities involving assessment officials employed in terms of the Public Service Act constitutes an act of misconduct and must be dealt with in accordance with the relevant Public Service Regulations.
- (d) Prior to an investigation being conducted in respect of assessment officials suspected of an internal assessment irregularity, the Head of Department or his or her nominee, provided that substantial evidence in respect of the alleged irregularity exists, may:
  - (i) Immediately suspend the services of a suspected defaulting official from marking or monitoring or moderation;
  - (ii) Immediately suspend the services of a suspected defaulting official in respect of any or all related assessment processes; or
  - (iii) In the case of independent schools or learning institutions registered as examination centres with the relevant provincial department of education, insist on the application of the relevant clauses of the Service Contract entered into with the particular examination centre.



- (3) Procedures in respect of irregularities identified during the Planning and Preparatory Phase of the External Examination
- (a) The Head of Department or his or her nominee may immediately suspend an examination official who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of Educators' Act* or in terms of the *Public Service Act*, or any other relevant legislation.
  - (b) Examination irregularities identified as having occurred before the question paper is written may include the leakage of the question papers.
    - (i) The first step in such a case is to determine the extent of the leakage, which must be determined by the Provincial Examinations Irregularities Committee (PEIC) or by a team delegated by the PEIC.
    - (ii) In the event of the leakage of a national question paper, the Director-General of the Department of Education and the Minister of Education should decide on the most appropriate course of action.
    - (iii) The Provincial Examinations Irregularities Committee (PEIC) must institute a full investigation to ascertain the source of the leakage. The South African Police Services (SAPS) and other investigation experts may be included in the investigation process. All evidence collected must be clearly documented for presentation to the Provincial Examinations Irregularities Committee (PEIC).
    - (iv) In the event of a candidate failing to produce an identity document or an acceptable alternative document providing identity and where

the candidate is unknown to the invigilator, the procedures set out in *paragraph 4(3)(a)* in this policy document must be followed.

- (v) Any other examination irregularity identified prior to the writing of the question paper, which may impact on the integrity of the examination must be dealt with prior to the question paper being written.
- (4) Procedures in respect of Examination Irregularities identified during the Conduct of Examinations
- (a) The Head of Department or his or her nominee may immediately suspend an examination official, who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of Educators' Act* or in terms of the *Public Service Act*, or any other relevant legislation.
  - (b) Examination irregularities stemming from misconduct or wilful disobedience regarding regulations or instructions issued during an examination must be dealt with as follows:
    - (i) In all cases the invigilator must immediately bring the specific examination irregularity to the attention of the Chief Invigilator;
    - (ii) The Chief Invigilator must then offer the candidate suspected of an irregularity the opportunity to make a representation, either in writing or verbally, in the presence of the invigilator.
    - (iii) If the Chief Invigilator, after considering the facts, finds that such an irregularity has indeed occurred, he or she must submit the

matter to the Provincial Examinations Irregularities Committee (PEIC) for further investigation and a decision;

- (iv) In the event of a candidate persistently refusing to co-operate, the Chief Invigilator must request the candidate suspected of an irregularity to leave the examination room.
  - (v) The answer script must be removed from the candidate's possession and a note made of the date and exact time of its confiscation. Should the candidate refuse to leave, the Chief Invigilator may call upon the South African Police Services to assist;
  - (vi) If the candidate agrees to co-operate, the Chief Invigilator must allow him or her to continue with the written examination, in which case a new answer book with the date and exact time of issue noted thereon, must be provided; and
  - (vii) The Chief Invigilator must forward his or her report, together with a report from the invigilator on duty at the time of the alleged irregularity, the candidate's representation and a written account of events or any statement or exhibit, to the Provincial Examinations Irregularities Committee (PEIC).
- (c) In the case of examination irregularities identified while the question paper is being written, the following procedure should be applied:
- (i) The Invigilator must remove the candidate's answer script and write the word "IRREGULARITY" on the front outside cover page and the type of irregularity, date, time and place of the irregularity;

- (ii) The words “Answer script confiscated on...at...hours” must be written on the outside cover page in bold print;
- (iii) The Invigilator must take possession of any unauthorised or incriminating material such as notes or any other object used directly or indirectly or in the possession of the candidate that may have been used to commit the irregularity;
- (iv) Such material must be attached to the confiscated answer script, which then becomes the property of the relevant examination body and neither the candidate nor his or her parent(s) or guardians have the right to demand its return;
- (v) The Invigilator must then give the candidate a new answer script. This answer script must also be endorsed with the words “NEW ANSWER SCRIPT” together with the date and time of issue;
- (vi) The candidate must be informed that the fact that he or she is allowed to continue with the examination does not serve as a condonation of his or her contravention of examination regulations and that a written report will be submitted to the Chief Invigilator at the conclusion of the examination and that the incident will be reported to the Provincial Examinations Irregularities Committee (PEIC);
- (vii) The Invigilator must not allow any additional time to compensate for time lost in the course of detecting and processing the examination irregularity;

- (viii) The invigilator, following the completion of the examination, must immediately submit a full written report to the Chief Invigilator concerning the irregularity;
- (ix) The candidate, following the completion of the examination, must be confronted about the irregularity and given the opportunity to provide a written declaration or response to the alleged offence;
- (x) Where the candidate refuses to submit the required written declaration or provide a response, this refusal must be confirmed in writing by the invigilator. The candidate must sign the statement made by the invigilator;
- (xi) Where the candidate refuses to comply with *sub-section (4)(c)(iii)*, another invigilator attached to the examination centre must provide a written statement confirming the refusal of the candidate to provide a written declaration; and
- (xii) The answer script, any incriminating material and all applicable statements must then be sent for marking in the normal way and subsequently forwarded to the Provincial Examinations Irregularities Committee.

- (5) Procedures in respect of Examination Irregularities identified during the Marking Process
- (a) In the case of examination irregularities relating to the process of marking as contemplated in *paragraphs 5(4), 5(5) and 5(6)*, that are committed by examination officials, the Head of Department or his or her nominee may immediately suspend an examination official, who contravenes any of these regulations, and the matter must be dealt with in accordance with the *Employment of Educators' Act* or in terms of the *Public Service Act*, or any other relevant legislation.
- (b) Examination irregularities identified by Markers during the marking process must be dealt with as follows:
- (i) All examination irregularities suspected by Markers must immediately be reported to the Senior Marker or Deputy Chief Marker or Chief Marker who then refers it to the Centre Manager. These are then referred to the Head of Examinations and the Provincial Examinations Irregularities Committee (PEIC);
- (ii) Answer scripts in which alleged examination irregularities are identified must be marked as usual. The word "IRREGULARITY" must be written in red ink on the front cover, along the margin.
- (iii) These scripts must then be handed in together with the other answer scripts and completed mark sheets to the Senior Marker or Deputy Chief Marker or Chief Marker for attention. The marks of the suspected candidate must be entered on the mark sheet, with an indicator stating "irregular";

- (iv) Where an answer script is found amongst those from another examination centre or where a candidate has been examined at an examination centre other than the examination centre where originally registered, the former examination centre must contact the examination centre at which the examination should have been conducted and arrange through the regional office or area project office for the transfer of that candidate's answer script.
- (v) Where an answer script is lost, the matter must be referred to Umalusi to decide the most appropriate course of action.
- (vi) If the Senior Marker agrees with the finding of the Marker, he or she must clearly indicate on each answer script the location of the examination irregularity and hand the whole batch of answer scripts over to the relevant Deputy Chief Marker or Chief Marker;
- (vii) Where the Senior Marker disagrees with the findings of the Marker, the script should be handed to the Deputy Chief Marker or Chief Marker for a second opinion. If the Deputy Chief Marker or the Chief Marker concurs with the Senior Marker, the answer script must be returned to the Marker for normal processing; and
- (viii) If the suspected examination irregularity is confirmed by the Deputy Chief Marker or Chief Marker, the prescribed irregularity report must be completed and forwarded together with the evidence to the Head of Examinations and the Provincial Examinations Irregularities Committee (PEIC).

- (6) Procedures in respect of Irregularities that occur during the Capturing, Processing, Standardisation, Release of Results and Certification Processes
- (a) The Head of Department or his or her nominee may immediately suspend an examination official who contravenes any of these requirements, and the matter must be dealt with in accordance with the *Employment of Educators' Act* or in terms of the *Public Service Act*, or any other relevant legislation.
  - (b) All irregularities relating to the above processes must be reported immediately to the PEIC and the Head of Examinations.
  - (c) Confidentiality and security of information must be enforced. Any breach of these must be considered an examination irregularity.
- (7) Procedures in respect of Investigations
- (a) The investigations must be lawful, reasonable, timely and procedurally fair and the rights of the individuals should not be infringed. The principles of openness and transparency of an administrative action must be adhered to.
  - (b) The following procedure must be followed in respect of an investigation:
    - (i) A minimum of two members of the PEIC or two departmental officials delegated by the PEIC must be involved in all investigations;
    - (ii) The PEIC may call upon any official in the service of the relevant provincial department of education or any candidate or learner to appear before the Committee or the two-person team delegated to



carry out the function, and it may also question any candidate accused of an alleged irregularity;

- (iii) The PEIC or the delegated officials may also call upon any person not in the immediate employ of the relevant provincial department of education but under its jurisdiction, to appear before the Committee or the two-person team delegated to carry out this function, and it may also question any such person in the normal course of an investigation;
- (iv) The PEIC or the delegated officials have access to any room or place at any school or learning institution registered as an examination centre with the relevant provincial department of education and may scrutinise or take possession of any document, article or any other evidence which, in the opinion of the Committee, may assist in the investigation;
- (v) In cases of serious misconduct, the relevant provincial department of education should reserve the right to report such cases to the relevant State Security Agents for criminal investigation;
- (vi) All investigations undertaken by the PEIC or the delegated officials, at whatever level, must be clearly documented or minuted if it takes the form of a meeting;
- (vii) Findings of an investigation must be submitted to a full sitting of the PEIC that must make a decision as to whether a hearing must take place or not; and
- (viii) No member of the PEIC may be involved in, or allowed access to any examination irregularity investigation or hearing or

documentation involving a relative or any other person in respect of whom the investigator cannot be impartial.

(8) Procedures in respect of Hearings

If the relevant irregularity committee decides that a hearing should be held, such a hearing must be held under the following procedures:

- (a) The hearings must be lawful, reasonable, timely and procedurally fair and no rights of the individual should be infringed. The principle of openness and transparency of administrative action must be adhered to.
- (b) The following procedure must be followed in respect of hearings:
  - (i) Procedures for hearings vary according to circumstances and persons involved;
  - (ii) A written notification must be submitted to the candidate concerned in the alleged examination irregularity, or the parent or guardian of candidates under 21 years of age and the principal or centre manager of the institution:
    - (aa) The written notification must be forwarded either by registered mail or delivered to a particular individual who acknowledges receipt of the notification;
    - (bb) The written notification must state clearly that the absence of a reply will not delay the hearing in respect of the suspected examination irregularity;
    - (cc) Where a candidate who is alleged to have committed an examination irregularity or his or her parent or guardian or representative cannot be contacted, the principal or centre

manager of the institution will be required to assist in contacting the candidate. If the Principal or Centre Manager of the institution is unable to contact the candidate, he or she must inform the Secretary of the PEIC thereof in writing. The inability to make contact with the candidate concerned or his or her parent or guardian or representative should not delay the processing of the irregularity unnecessarily;

- (dd) All candidates suspected of an examination irregularity must be allowed the opportunity to respond to the invitation to attend a hearing regarding the alleged irregularity within ten working days of being notified of an irregularity investigation;
  - (ee) Candidates who do not wish to attend a hearing have the option of making an admission of guilt in the form of an affidavit which must be forwarded to the Secretary of the PEIC within ten working days of being notified of an irregularity investigation;
  - (ff) Where a candidate is under 21 years of age, the candidate may be accompanied by his or her parent or guardian, the school principal and any other representative; and
  - (gg) Where the candidate or his or her parent or guardian chooses to make use of legal representation during the hearing, this will be allowed and the Chairperson of the PEIC must be informed at least three working days before the scheduled hearing.
- (iii) Evidence presented at an investigation or hearing may take the form of material evidence, written evidence, oral or other evidence;

- (iv) All hearings must be recorded and the recording kept until the matter is finalised;
- (v) If the candidate or his or her parent or guardian is unhappy about the way the hearing is conducted, an appeal may be lodged through the channels provided by the provincial department of education, to the Head of Department. If the candidate is unsuccessful with the appeal, he or she or his or her parent or guardian may institute judicial proceedings in a court of law;
- (vi) The findings of a hearing must be submitted to a full sitting of the PEIC by the persons involved in the hearing process; and
- (vii) Decisions and consequent recommendations by the PEIC, as approved by the Head of Department or his or her designee, must be communicated in writing to the person, school or learning institution under investigation, within 30 working days of the completion of the hearing.

(9) Sanctions

- (1) The Committee may impose the sanctions contemplated in these regulations.
- (2) Mandatory minimum periods of sanction may be imposed by the PEIC or NEIC upon finding the offender guilty of an irregularity. The reason for the creation of mandatory minimum periods of sanction is primarily to ensure that irregularities are handled in a uniform manner across all provincial departments of education, secondly to combat and reduce the frequency of irregularities.

- (3) There may be cases where the PEIC or the NEIC is of the opinion that the imposition of one of the minimum periods of sanction would, considering the specific circumstances of the case, be very harsh and unjust. The Committee may, however, be freed from the obligation of imposing the minimum period of sanction if there are “substantial and compelling circumstances” which justify the imposition of a lesser punishment than the prescribed one.

(10) Appeals

- (a) A candidate may appeal to the MEC against the decision of the Head of Department within 14 working days of the receipt of the written pronouncement of the judgment or sanction, if the candidate was present at the hearing.
- (b) A candidate may appeal to the MEC against the decision of the Head of Department within 21 working days of the date of the written judgment or sanction, if the candidate was not present at the hearing.
- (c) All appeals must be in writing and must include reasons in support of the appeal.

(11) Reporting of Irregularities

Reporting of examination irregularities is categorised into two components. The first component relates to reporting of the irregularity from the site of identification to the relevant officials within the provincial departments of education and the second component relates to reporting of the irregularity by the Head of Department or Head of Examinations to the external role players.

(12) Internal Reporting

All alleged irregularities must be reported immediately to the next level of responsibility in the assessment process, which then must report to the Chairperson of the PEIC and the Head of Examinations. This reporting can be done verbally but must be followed with a written report within 12 hours.

(13) External Reporting

- (a) All provincial departments of education and independent examination bodies must report all examination irregularities to Umalusi and the Director-General within 48 hours of its identification. This can be done telephonically but must be followed with a written report within a 48-hour period.
- (b) The Director-General and Umalusi will provide the format of the report. Reporting the irregularity can differ depending on the nature of the irregularity.

# ANNEXURE M

## MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

1. Browse Information on Files: Enable the user to browse through information available on all data files, e.g. look through candidates registered at a specific centre to find a candidate's ID number.
2. Entries: Candidate entries are registered per examination by means of electronic/magnetic media or directly within the on-line environment. Full candidate validation takes place according to the rules and regulations set out by Department of Education.
3. Mark Sheets: Generation of mark sheets, capturing and controlling of mark sheets. The mark sheets are also printed with bar codes for controlling the flow of mark sheets at strategic points.
4. Examination Results: All results are processed programmatically in accordance with the rules and regulations set out by the Department of Education.
5. Mark Standardisation a process used to adjust mark using qualitative and quantitative data and reports.
6. Subject information: All subject and paper information is carried forward from the previous examination and, where required, changes are made. Subject information has a direct influence on validation of candidate entries, candidate promotion and conversion, examination packing procedures, timetable, admission letters, etc.

7. Irregularities: Irregular candidates are suspended individually or per examination centre. This subsystem controls the correspondence and investigations into these irregularities.
8. Region, Area, Circuit or Examination Centres: All examination centres are registered and allocated to a circuit, area and region as well as their respective provinces.
9. Candidates and Document History: Candidates who enter on an ongoing basis and apply for certification, are processed along with their historical information for possible certification.
10. Document issuing and issues: Control and enquiries concerning all documents issued by the Department of Education via the computer system since 1907.
11. Preliminary number of candidate entries: Is an optional system that can be used by management to gauge the number of candidate entries per school so that planning, budgeting and stationery requirements can be made.
12. Recovery of Funds: Control of funds received from examination centres for examination fees paid.
13. Re-Marking and Checking: When a candidate applies for re-marking or re-checking his certificate is suspended and re-marking or re-checking takes place.
14. Supplementary Examinations: Automatic registration of learners that qualify for supplementary examinations.
15. Stationery and Examination Aids: Checking of codes and descriptions used by candidates during examinations.



16. Question Paper Stock Maintenance: Used to monitor the reproduction of examination papers and to highlight shortages.
17. Packing of stationery/question papers: Reports are generated to assist with the packing and distribution of question papers and examination stationery supplied by the department.
18. Statistics: All statistics pertaining to pass and fail rates, entry irregularities, etc. can be extracted per province, region or at a national level, and made available for press releases, subject advisors, planners and management.
19. Timetable: Dates, times and duration of each question paper are maintained for candidate admission letters, payment of examiners, etc.
20. System Parameter and System Index Maintenance Indexes: Standard names used etc. are maintained by the systems administrator.
21. Word Processor: Editing of letters for irregularities, examination results, candidate entries, etc.
22. Examination Marking Claims: Control and payment of examiners for bulk marking sessions by means of cheque or direct payment.
23. Hand Claims: Indirect payment of examiners' claims and expenses incurred by means of cheque or direct payment.
24. SANMED Functions: Updating of sectors and magisterial codes per examination centre for statistical purposes for the Department of Education.
25. Invigilators' Claims: Payment of invigilators' claims and expenses incurred by means of cheque or direct payment.

26. Question Papers (setting of papers): Checking of the setting of examination papers and correspondence between the department, examiners and moderators.
  27. Examination Officials: Appointment and checking of all examination officials' personal information.
  28. Job Control and General Functions: Control of batch processes, bulk printing, task scheduling, etc.
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