

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

***National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, published by means of *Government Notice No. 564* in *Government Gazette No. 30048* of 6 July 2007 and amended as:**

Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate, published by means of *Government Notice No. R872* in *Government Gazette No. 31337* of 29 August 2008;
Government Notices No. 1327 and 1328 in *Government Gazette, Vol. 522, No.31680* of 12 December 2008; and
Government Notices1041 and 1042 in *Government Gazette, Vol.533, No.32678* of 3 November 2009.

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ISBN: 16 October 2009

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DEFINITIONS

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

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

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

"assessment body" means the body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training, in terms of *section 16(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001),* as the body responsible for the administration of the National Senior Certificate examination;

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

"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"	means a learner who has completed the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;
"chief examiner"	is the person who manages the process of setting the examination question papers and takes responsibility for the quality and standard of the examination question paper;
"Chief Executive Officer"	means the Chief Executive Officer contemplated in section 11 of the *General and Further Education and Training Quality Assurance Act, 2001 (No. 58 of 2001)*;
"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 and other related assessment matters, at the examination centre;
"chief marker"	means a person responsible for the marking of an external examination question paper, written under the auspices of a provincial education department accredited by Umalusi as an assessment body;
"Department of Education"	means the national department responsible for education;
"deputy chief marker"	is a person who assists the Chief Marker with the final marking of an external examination question paper;

"District Assessment Irregularities" Committee(DAIC)	means the District Assessment Irregularities Committee, established by the provincial Head of Department, to coordinate the handling of examination and internal assessment irregularities at a district or regional level;
"evidence of learner performance"	means the collection of the learner's work that is used to compile his or her internal assessment mark;
"examination"	means the National Senior Certificate examination conducted at the end of the year;
"examination centre"	A centre registered by a provincial education department in terms of *Section 18* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*) for the purpose of administering the National Senior Certificate examination;
"examination Irregularity"	means any event, act or omission, or any alleged event, act or omission, which may undermine or threaten to undermine the integrity, credibility, security or the fairness of the examination process;
"examination process"	means, but is not limited to, the complete process relating to the examination cycle that includes, amongst others, the registration of candidates, the setting of the examination question papers, moderation, the security, the marking and

	processing of results, and the certification thereof, to ensure integrity of such examination;
"examination sitting"	is either a main examination sitting or a supplementary examination sitting;
"grade"	means that part of an educational programme, which a learner may complete in one school year, or any other education programme, which the Member of the Executive Council (MEC) may deem to be equivalent thereto;
"Head of an assessment body"	means the Head of a Provincial Education Department and the Head of an independent assessment body;
"immediate family"	means father, mother, brother, sister, grandparents, husband, wife, legal partner and children;
"imposter"	means any person who sits and writes the examination illegally on behalf of a candidate;
"independent school"	means a school defined in terms of *section 1* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;
"internal assessment"	means an assessment, defined in *section 1* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;
"investigation"	means the investigation contemplated in Paragraph 49;

"invigilator"	means any person appointed to assist the chief invigilator with the conducting of an examination-related activity at the examination centre;
"learner"	means a learner, contemplated in section 1 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;
"marker"	is a person who is appointed to mark an external examination question paper;
"marking centre manager"	is an official appointed to be responsible for the management and administration of a marking centre;
"MEC"	means a Member of the Executive Council, contemplated in section 1 of the *South African Schools Act, 1996 (Act No. 84 of 1996);*
"moderation"	means the moderation defined in *section 1* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001)*;
"moderator"	means a person, defined in *section 1* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001)*;
"National Senior Certificate"	means 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, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*;

"NEB" means an advisory body, established by the Minister of Basic Education, to advise the Minister on all matters relating to examinations and assessment;

"NEIC" means the National Examinations Irregularities Committee, established by the Minister of Basic Education, to coordinate the handling of irregularities identified during internal assessments and examinations;

"PEB" means and advisory body, established by the MEC in the province, to advise the MEC on all matters relating to examinations and assessment;

"PEIC" means a Provincial Examinations Irregularities Committee, contemplated in Paragraph 49;

"Personnel Administration Measures (PAM)" means measures that govern the remuneration and other service conditions of teachers employed in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998;*

"preparatory examination" means an examination, conducted by an assessment body, prior to the final examination, in order to allow candidates an opportunity to write a full-scale examination in preparation for the final examination;

"provincial education department"	means an education department, contemplated in section 1 of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;
"SACE"	means the South African Council for Educators is, in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)*, a statutory body;
"SAIC"	means the School Assessment Irregularities Committee established by the school to deal with all irregularities identified during assessment;
"senior marker"	means a person who assists the Chief Marker in the marking process and takes responsibility for a group of markers at the marking centre;
"service contract"	means an agreement between a provincial education department and an independent examination centre that desires to write examinations administered by a provincial assessment body;
"subject assessment guidelines"	means guideline documents developed by the relevant assessment body to specify the internal and external assessment requirements for each of the listed subjects in the *National Curriculum Statement (NCS), Grades 10-12*;
"supplementary Examination"	means an examination contemplated in paragraph 20;

"teacher portfolio"	means the full and final record of all the assessment tasks completed by the learner and kept by the teacher as evidence of an internal assessment mark for a particular subject for assessment with regard to the National Senior Certificate. The teacher portfolio will also include marking guidelines and assessment rubrics;
Umalusi	means the Council, contemplated in section 1 of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001.*

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. This provision is subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.

(2) The policy stipulated in this document is only applicable to public schools and those independent schools that write the National Senior Certificate examination set by the Department of Basic Education.

(3) This policy document forms the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in s*ection 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.

(4) The outcomes and standards determined in terms of s*ection 6(A)* of the *South African Schools Act, 1996 (Act. No. 84 of 1996)* will be translated into regulations in terms of *section 61* of the said act. All assessment bodies must give effect to the regulations.

(5) This document provides the necessary policy support for developing, organising, structuring and implementing an assessment framework for the National Senior Certificate.

(6) This policy document focuses on assessment policy for both internal assessment (School-Based Assessment), and National Senior Certificate examinations.

(7) This policy provides rules and conditions relating to the conduct and administration of School-Based Assessment and the external examination of the National Senior Certificate. This serves to govern the rights and privileges of all persons involved in the School-Based Assessment and external examination processes, such as officials and teachers.

(8) This policy document is aimed at quality assurance and must be read in conjunction with the following policy and guideline documents:

(a) *The National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF;*

(b) An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12);

(c) An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs;

(d) Subject Statements for the various subjects in the *National Curriculum Statement (NCS) Grades 10-12*.

(e) Subject Assessment Guidelines for the various subjects in the *National Curriculum Statement Grades 10-12*.

(10) 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 for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support learners who experience barriers to learning; and

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

(c) Directives issued by Umalusi.

2. Assessment in the National Senior Certificate

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

(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 conducted 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) Assessment in the National Senior Certificate comprises School-Based Assessment and external examinations.

(4) School-Based 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. School-Based Assessment includes a variety of assessment methods.

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

(6) School-Based Assessment and external examinations 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 or assessment of the National Senior Certificate

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

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

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

(b) Provincial education departments are accredited by the Umalusi Council in terms of *section 22* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*) as assessment bodies responsible for the conduct, administration and management of the National Senior Certificate examination in their respective provinces.

(c) Provincial education departments are responsible for the administration of the National Senior Certificate examination for all public schools in the respective provinces and any other school that registers with the provincial education department to write the National Senior Certificate examination.

(d) Assessment bodies accredited by Umalusi in terms of *section 16(6)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001*) as assessment bodies, are responsible for the conduct of the National Senior Certificate examination for schools registered with these assessment bodies for the administration of the National Senior Certificate.

(e) Independent schools writing the National Senior Certificate examination question papers set by the Department of Basic Education must enter into a contract that governs the relationship between the provincial education department and the school.

CHAPTER 3

CONDUCT OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT TASKS

4. Requirements for School-Based Assessment and Practical Assessment Tasks: Minimum Norms and Standards

Requirements for School-Based Assessment and Practical Assessment Tasks

(1) A School-Based Assessment mark is a compulsory component of the final promotion mark for all candidates registered for the National Senior Certificate (Annexure A).

(2) The School-Based Assessment mark must count 25% of the final promotion mark in Grade 12.

(3) In the case of Life Orientation, the final promotion mark will be based on School-Based Assessment, which must be externally moderated. Monitoring and moderation mechanisms will be determined by the Department of Basic Education, the assessment body and Umalusi.

(4) The composition of the School-Based Assessment of all subjects is outlined in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, published in *Government Gazette, No. 29467* of 11 December 2006.

(5) In Grade 12, School-Based Assessment must be moderated by the Department of Basic Education, the assessment body and Umalusi.

(6) A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.

(a) Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts;
(b) Languages: Oral mark;
(c) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;
(d) Life Orientation;
(e) Computer Sciences: Computer Applications Technology and Information Technology; and
(f) Services: Consumer Studies, Hospitality Studies and Tourism.

(7) The Practical Assessment Task mark must count 25% of the end-of-year examination mark (Annexure A).

(8) In the case of Life Orientation, the Physical Education Task (PET) constitutes the fifth task and is administered across all four school terms. The mark allocation for the PET (Task 5) is 25% of the total mark out of 400 for Life Orientation, i.e. 100 marks.

(9) The composition of the Practical Assessment Task of all subjects listed in subparagraph (1) is outlined in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12).*

(10) In Grade 12, Practical Assessment Tasks must be moderated by Umalusi.

5. Compilation of the School-Based Assessment and Practical Assessment mark: Minimum Norms and Standards

(1) Both School-Based Assessment and the Practical Assessment Task components must:

(a) comprise assessment tasks that constitute the learners' School-Based Assessment and Practical Assessment mark;

(b) include a mark awarded for each assessment task and a consolidated mark;

(c) be guided by assessment components as specified for each subject in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*;

(d) be available for monitoring and moderation; and

(e) be evaluated, checked and authenticated by the teacher before being presented as the learner's evidence of performance.

(2) The teacher portfolio of assessment tasks must –

(a) be a complete record of assessment in that particular subject;

(b) be maintained by the teacher for every subject taught in respect of the National Senior Certificate; and

(c) be available for monitoring and moderation purposes at every level.

(3) Failure by the teacher to maintain a portfolio of assessment tasks constitutes an act of misconduct and will be dealt with in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998),* or other appropriate measures.

(4) The absence of a School-Based Assessment and/or a Practical Assessment Task mark in any subject, without a valid reason, will result in the candidate, registered for that particular subject, receiving an incomplete result. The candidate will be given three months to submit outstanding work or present himself or herself for School-Based Assessment and/or a Practical Assessment Task. Should the candidate fail to fulfil the outstanding School-Based Assessment and/or Practical Assessment Task requirements, such a candidate will not be resulted and he or she must repeat the subject and redo the School-Based Assessment and/or Practical Assessment Task component for that subject.

(5) In the event of a learner not complying with the requirements of School-Based Assessment and/or Practical Assessment Task, but where a valid reason is provided:

(a) He or she may be granted another opportunity to be assessed in the assigned tasks, based on a decision by the Head of the assessment body.

(b) The learner must, within three calendar months from the date on which the opportunity is granted, submit outstanding work or present himself or herself for School-Based Assessment and/or

Practical Assessment Task. Should the candidate fail to fulfil the outstanding School-Based and/or Practical Assessment Task Assessment requirements, he or she, registered for that particular subject will receive an incomplete result.

(6) "Valid reason" in this context includes the following:

(a) illness, supported by a valid medical certificate, issued by a registered medical practitioner;

(b) humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;

(c) the learner appearing in a court hearing, which must be supported by written evidence; or

(d) any other reason as may be accepted as valid by the Head of the assessment body or his or her representative.

(7) In the event of a learner failing to comply with the School-Based Assessment and/or Practical Assessment Task requirements of a particular subject, and where valid reasons are provided, the evidence of such valid reasons must be included with the evidence of learner performance.

(8) Where the subject teacher fails to give learners the minimum tasks for School-Based Assessment and/or Practical Assessment Task in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12).* The matter must be resolved by the

Department of Basic Education and the assessment body in consultation with Umalusi.

(9) Umalusi must issue directives for School-Based Assessment in order to ensure the reliability of assessment outcomes. These directives must include measures for the verification of assessment.

(10) The Head of the assessment body must monitor the implementation of School-Based Assessment and the Practical Assessment Task and must report, in writing and without delay, any irregularity that is identified, as well as the steps taken to deal with such irregularity, to Umalusi and to the Director-General of the Department of Basic Education.

6. Monitoring and moderation of School-Based Assessment and Practical Assessment Task mark: Minimum Norms and Standards

(1) All School-Based Assessment and the Practical Assessment Task must be subject to monitoring and moderation by the Department of Basic Education, the assessment body and Umalusi.

(2) Monitoring should determine whether the minimum requirements for School-Based Assessment and the Practical Assessment Task in a particular subject have been met in terms of the frequency and components.

(3) Moderation should ensure that the quality and standard of the School-Based Assessment and the Practical Assessment Task, as contemplated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12*, have been met.

CHAPTER 4

CANDIDATES TO BE ASSESSED

7. Admission: General: Minimum Norms and Standards

(1) Public and independent schools and assessment bodies must ensure that candidates have complied with the School-Based Assessment requirements as stipulated in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12).*

(2) All learners attending public schools must write the National Senior Certificate examination of the Department of Basic Education, except in cases where the subject offered by the candidate is not examined by the Department of Basic Education but by another assessment body.

8. Admission of a candidate: Minimum Norms and Standards

(1) Full-time candidate

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

(a) Enrol for tuition as a full-time learner at a public or 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 *National Curriculum Statement Grades 10-12 (General)* subjects; and

(d) Comply with all, oral and Practical Assessment Task requirements where applicable.

(2) Full-time learners in Grade 12 may register for additional subjects for the National Senior Certificate, subject to the following conditions:

(a) The candidate has obtained written permission from the Head of Department or his or her nominee;

(b) The candidate has offered and passed the additional subject/s in Grade 10 and Grade 11;

(c) The candidate will meet the requirements for School-Based Assessment and Practical Assessment Task components for the specific subjects;

(d) If the additional subject that the candidate wishes to offer is not presented at the centre of registration, the candidate must obtain the approval of the head of the centre where he or she has registered, as well as the permission of the head of the institution or accredited examination body where the additional subject will be offered.

(e) The institution offering the additional subject must forward the School-Based Assessment and Practical Assessment Task

components marks to the centre of registration prior to commencement of the written examination; and

(f) The school or learning institution where the learner is registered must capture all School-Based Assessment and Practical Assessment Task components marks of the learners correctly and the relevant forms on which these marks are captured must be signed by the principal to confirm the correctness thereof.

(g) A candidate registered for an additional subject must sit for the final examination at the centre of registration. Where this is not possible, special permission must be obtained from the Head of Examinations.

(3) A part-time candidate is a learner who has enrolled at an institution that does not offer tuition on a full-time basis.

(a) A part-time candidate may enroll for any number of subjects in one examination sitting.

(b) A part-time candidate must:

(i) Complete the programme requirements for Grades 10, 11 and 12 separately;

(ii) Comply with the School-Based Assessment, oral and Practical Assessment Task requirements for Grades 10, 11 and 12 where applicable; and

(iii) Comply with the external assessment requirements of Grade 12 as contemplated in the Subject Statements and the Subject Assessment Guidelines of the various subjects.

(4) A candidate who has failed the National Senior Certificate examination and/or the supplementary examination and who wants improve his results or satisfy the outstanding requirements for the National Senior Certificate will be regarded as a repeat candidate. Such candidate will be allowed to meet the requirements within a maximum period of three (3) years, following the date of the first National Senior Certificate examinations written by the candidate.

(5) A repeat candidate need not receive full-time tuition at a public or independent school.

(6) The School-Based Assessment and Practical Assessment Task mark obtained by a part-time candidate in his or her last National Senior Certificate examinations will be valid for a period of two (2) years after the completion of the first National Senior Certificate examinations written by the candidate.

9. Requirements for the offering of subjects of other assessment bodies that are approved by the Minister of Basic Education for this purpose: Minimum Norms and Standards

(1) An assessment body that wishes to offer additional subjects as part of the National Senior Certificate must comply with the requirements set out in Annexure C.

(2) The Minister of Basic Education approves additional subjects to be offered by learners, subject to certain conditions, as part of the 7-subject package (Annexure D).

10. Entrance requirements of the Endorsed National Senior Certificate: Minimum Norms and Standards

(1) Learners with special needs who have obtained a Grade 9 certificate or its equivalent, may enroll for the Endorsed National Senior Certificate in Grade 10. The qualification will only be available to:

(a) Learners with extensive special needs who are in special schools; or

(b) Learners in mainstream who have been identified and assessed for placement in special schools and who are on the waiting list for admission to special schools; or

(c) Learners in mainstream who have been identified and assessed for placement in special schools, but who have opted to remain in mainstream schools.

(2) The evaluation of learners with special needs as contemplated in *sub-paragraphs (a), (b) and (c)* must be verified by the relevant support structures at the various provincial education departments. The final approval is the decision of the Head of Education.

11. Registration of candidates: Minimum Norms and standards

(1) The deadline for the registration of candidates for the National Senior Certificate examination is 15 March of the year of the examination. No registrations should be accepted after this date unless the Head of Department or his or her representative approves such registration based on exceptional circumstance.

(2) Candidates who write a supplementary examination and are unsuccessful will be given 15 working days following the release of the supplementary results to register for the examination.

(3) The registration details of the candidate are required for the processing of the candidate's final results and therefore provincial education departments must ensure that candidates' information is accurately captured. The information furnished on the entry forms must be processed by the relevant provincial education departments and sent back to examination centres for checking prior to the start of the National Senior Certificate examination. At this stage only corrections should be made. Entry forms developed by the Department of Basic Education in consultation with the provincial education departments, should be used.

(4) Transfer of a candidate from one province to the other must be mutually agreed upon by the provincial education departments concerned. If no mutual agreement is obtained, the matter must be referred to the Director-General of the Department of Basic Education for intervention.

12. Entries: Minimum Norms and Standards

(1) Learners should be provided with appropriate advice and guidance with regard to subject choices at school and this should commence not later than Grade 9.

(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: Minimum Norms and Standards

(1) The Director-General of the Department Education, following consultation with the Heads of Education Departments' Committee (HEDCOM), 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) Writing of the examinations;

(c) Re-checking of examination scripts;

(d) Viewing of examination scripts; and

(e) the verification of qualifications other than those verified by Umalusi.

(f) the re-issuing of a statement of results.

(2) Candidates 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 or attended a no-fee-school.

(3) A candidate may appeal to the Member of the Executive Council against a decision by the Head of Department regarding non-exemption from payment of such fees.

14. Assessment policies and guidelines: Minimum Norms and Standards

(1) Accredited examination bodies must comply with the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, and with the Subject Assessment Guideline documents of the Department of Basic Education.

15. Language Medium related to the examination question paper: Minimum Norms and Standards

(1) Examination question papers must be set in the language of learning and teaching (LOLT). Unless otherwise directed in the examination question paper, candidates must answer all questions in the language of instruction applicable to the candidate.

(2) Examination questions in other languages must be answered in the language specified.

16. Concessions: Minimum Norms and Standards

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

(a) Deaf candidates may offer only 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 offer only 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) Candidates suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject from Groups A or 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 *paragraph16(1)(a), (b) and (c)* must be directed to the relevant provincial education departments when the learner enters Grade 10, or immediately after the learner has been identified with the learning disorder as contemplated in *paragraph16(1)(a), (b) and (c).*

(e) All requests must be substantiated by evaluations by the provincial internal structures responsible for learners with special education needs, as well as external professional registered expertise in the relevant fields contemplated in sub-*paragraphs (a), (b) and (c).*

(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: Minimum 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 provided by the candidate and countersigned by the Head of the Institution concerned before submission to the provincial education department. 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 the end-of-year external examinations or scheduled School-Based 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) one or more of the National Senior Certificate examination question papers 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: Minimum Norms and Standards

A supplementary examination will be granted under the following conditions to a full-time, repeat and part-time candidate:

(1) If a candidate has not met the minimum promotion and certification requirements, but requires a maximum of two subjects to obtain the National Senior Certificate, he or she may:

(a) Register for a maximum of two subjects for the supplementary examination in the following year. These subjects, subject to *subparagraph (c)*, must be subjects that he or she sat for in the previous end-of-year examination. This option may only be exercised once by a part-time candidate, namely after completion of the National Senior Certificate, that is his or her final end-of-year examination.

(b) Register for Life Orientation, which is internally assessed, as one of the two subjects to be registered for the supplementary examination in *subregulation (a)*. The re-assessment of Life Orientation must be completed within the period in which the supplementary examination is conducted.

2 Candidates that repeat one or more subjects must be allowed to combine their subjects based on the current National Senior Certificate requirements to obtain a National Senior Certificate.

3 In combining these subjects contemplated in subparagraph (2), the performance in the seven (7) subjects will be taken into consideration, provided that it meets the programme requirements of the National Senior Certificate as contemplated in paragraphs 9 and 10 of the policy document . *National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No. 27819* as *Government Notice, No 744* of 20 July 2005.

(4) If a candidate is medically unfit and, as a result, is absent from one or more external examinations, he or she may register for the supplementary examination.

(5) A candidate that does not satisfy the minimum higher education, higher education faculty requirements or the requirements for the specific occupation in the end-of-year examination may be allowed in terms of the following to register for the supplementary examination in the year following the end-of-year National Senior Certificate examination, in a maximum of two subjects:

(a) a candidate who is one requirement short in meeting the minimum admission requirements for Higher Certificate, Diploma and Bachelor's degree programmes requiring a National Senior Certificate; or

(b) a candidate that provides documentary evidence that he or she qualifies for admission to a higher education institution or for an occupation, but does not satisfy the higher education faculty

requirements or the requirements for the specific occupation. For this purpose, the end-of-year and the supplementary examinations will be regarded as one examination sitting.

(6) If there is a death in the immediate family of a candidate, or other special reasons for the candidate's absence, he or she may register for the supplementary examination.

(7) In cases contemplated in *subregulations (1)* to *(4)* above, the School-Based Assessment of the Grade 12-year will be used, including practical or oral assessment marks where applicable, in order to meet the School-Based Assessment and external examination requirements.

(8) In a case where an irregularity is being investigated, provisional enrolment for the supplementary examination may be granted to the candidate concerned, pending the outcome of the investigation.

(9) A candidate who did not write or complete the end-of year examination with a valid reason has the opportunity to write the supplementary examination for the specific examination question paper that he or she did not write in the end-of-year-examination. However, should the candidate select to write the entire subject, even though he or she has been absent for one or more examination question papers, the candidate should be allowed to exercise this option.

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

(1) The following candidates will be considered for the National Senior Certificate examination outside the borders of the country:

(a) Candidates abroad who are citizens of the Republic of South Africa and have registered for the National Senior Certificate examination and who have fully complied with the School-Based Assessment requirements as contemplated in the Subject Assessment Guidelines of the various subjects;

(b) Children of diplomats or personnel of the Embassy/Consulate; or

(c) 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 have registered for the National Senior Certificate examination.

(b) A motivation in writing requesting permission to be examined at an approved venue outside of South Africa 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 provincial education department.

(4) The following criteria will be used to select a centre outside the borders of the Republic of South Africa:

(a) A suitable room with sufficient light and ventilation and suitable furniture, e.g. a chair and table for the candidate(s) and the invigilator, should be available for the conducting of the examination.

(b) A vault or safe should be available for the safekeeping of the examination question papers and examination material.

(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 provincial education department to supply the examination question papers and all material needed.

(8) The provincial education department 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:

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

CHAPTER 5

PREPARATION FOR THE NATIONAL SENIOR CERTIFICATE EXAMINATION

20. Management plan relating to the examination: Minimum Norms and Standards

(1) Assessment bodies must have a clear and detailed management plan that covers the entire examination cycle, and it must include the following:

(a) objectives or targets to be achieved pertaining to the examination process;

(b) steps and processes that will result in the achievement of the said targets;

(c) persons who are responsible and accountable;

(d) a time frame;

(e) a monitoring process;

(f) a process for moderation and verification of school-based assessment; and

(g) a process for identification of, reporting of and dealing with irregularities.

(2) A management plan may be developed in conjunction with key persons involved in the examination process.

21. The Examination Cycle: Minimum Norms and Standards

(1) The assessment 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 examination question papers for the scheduled examinations and concludes with certification.

(3) Planning and preparations for the conduct of external examinations must commence at least 24 months prior to the scheduled examination date.

(4) All relevant processes related to the preparation of the external examination, as contemplated in *paragraph 22(1)*, must be concluded at least six months prior to the commencement of the external examination.

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

22. Examination Timetable: Minimum Norms and Standards

The Department of Basic Education, or where applicable, the independent assessment body must develop an examination timetable for the National Senior Certificate examination to be conducted in Grade 12 in the subjects listed in the *National Curriculum Statement Grades 10-12*.

23. Appointment of examiners and internal moderators: Minimum Norms and Standards

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

(2) Procedures for the appointment of examiners and internal moderators

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

(i) for a maximum period of four (4) years; and

(ii) with a mechanism in place to terminate the appointment of an examiner if he or she is unable to comply with the necessary requirements and standards.

(b) If a panel is appointed, the chief examiner who takes responsibility for the standard and quality of the examination question paper prior to its submission to the internal moderator may be appointed.

(c) The internal moderator takes responsibility for the standard and quality of the examination question paper prior to its submission to the external moderator (Annexure E).

(3) The remuneration for the performance of examination-related duties and the compensation for travel and subsistence costs are contained in the Personnel Administration Measures (PAM) determined by the Minister of Basic Education in terms of the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)* and the Regulations developed in terms of the Act.

(4) A person who is appointed as an examiner or internal moderator must declare whether his or her son, daughter, brother or sister is sitting for the National Senior Certificate examination during the period of appointment, and such examiner or moderator must be relieved from the responsibility of setting or moderating examination question papers for that particular year.

(5) The Director-General of Education and the Head of the independent assessment body must ensure that examiners or moderators do not participate in any activity that may compromise the confidentiality of the examination.

24. Responsibilities of chief examiners, examiners and internal moderators: Minimum Norms and Standards

(1) The Department of Basic Education must ensure that:

(a) chief examiners and examiners in the respective subjects set the examination question papers and prepare the memoranda for the examination question papers concerned, for the final and the supplementary examination as well as an additional examination

question paper which serves as a backup examination question paper;

(b) the examination question paper, the back-up examination question paper and the supplementary examination question paper are set at the same time to ensure comparability of standards across all three examination question papers;

(c) examination question papers conform to the requirements of the of the *National Curriculum Statement Grades 10-12*;

(d) the internal moderator ensures that the examination question papers conform to the requirements of the Subject Statements and the Subject Assessment Guidelines for a specific subject as listed in the *National Curriculum Statement Grades 10-12*; and

(e) an examiner or internal moderator complies with all instructions and deadlines issued by the Department of Basic Education, the assessment body and Umalusi.

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

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

(4) The Department of Basic Education and the assessment body must ensure that:

(a) all examination question papers are approved by the internal and external moderators; and

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

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

(a) If the disagreement is between the internal moderator and the examiner, the Department of Basic Education and the assessment body must –

(i) attempt to mediate between the examiner and the internal moderator; and
(ii) if consensus cannot be reached, the Department of Basic Education must make the final determination.

(b) If the disagreement is between the internal moderator and the external moderator, the Chief Executive Officer of Umalusi must-

(i) mediate between them; and
(ii) if consensus cannot be reached, Chief Executive Officer of Umalusi must make the final determination.

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

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

(a) duration of the examination question paper;
(b) maximum marks;
(c) number of examination question papers; and
(d) format of the examination question paper.

(8) Internal moderators must perform the following functions:

(a) ensure that the examination question paper is of an appropriate standard and quality, and that correct and accessible language has been used;

(b) ascertain that an examination question paper –

(i) conforms to the Subject Statement and Subject Assessment Guidelines for the various subjects as listed in the *National Curriculum Statement Grades 10-12 (General)*;
(ii) provides adequately for differentiation; and
(iii) includes questions addressing different cognitive levels;

(c) recommend the necessary changes to the examination question papers;

(d) approve and sign off the examination question papers prior to printing;

(e) attend the memorandum discussions;

(f) approve and sign off the finally agreed-upon memoranda, following the memoranda discussion;

(g) moderate the marked examination answer scripts;

(h) liaise with external moderators;

(i) provide examiners with advice, support and guidance; and

(j) submit a report to the external moderator.

(9) Internal moderators must perform the following functions:

(a) ensure that the examination question paper is of the appropriate standard and quality and that correct and accessible language has been used;

(b) ascertain that an examination question paper –

(i) conforms to the Subject Statement and Subject Assessment Guidelines for the various subjects as listed in the *National Curriculum Statement Grades 10-12 (General)*;
(ii) provides adequately for differentiation; and
(iii) includes questions addressing different cognitive levels;

(c) approve and sign off the examination question papers prior to printing;

(d) attend the memoranda discussions;

(e) approve and sign off the finally agreed upon memoranda after the memoranda discussion;

(f) moderate the marked examination answer scripts;

(g) liaise with External Moderators;

(h) provide examiners with advice, support and guidance;

(i) recommend the necessary changes to the examination question papers; and

(j) submit a report to the external moderator.

(10) An internal moderator may be appointed by the assessment body specifically to perform the function of the moderation of examination answer scripts during the marking process. In such an event, the functions of the internal moderator may include the following:

(a) moderation of marked examination answer scripts to ensure compliance with the marking memorandum;
(b) an analysis of candidates' responses to identify areas of weakness and areas of good performance; and
(c) the compilation of a composite report on the marking of examination answer scripts.

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

(1) The Department of Basic Education and the assessment body must ensure that clear structures and procedures are in place, regarding the typing, editing, translation and printing of examination question papers.

(2) Examination question papers must be submitted to the external moderator timeously, so as to allow for:
(a) thorough moderation;
(b) changes;

(c) adaptations; and

(d) the final duplication of the examination question papers.

(3) Examination question papers must be ready for external moderation at least six months prior to the commencement of the external examination.

(4) The processing of examination question papers must be done in terms of Annexure F.

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

(1) The assessment body must ensure strict security with regard to the examination question papers at all times.

(2) Each assessment body must select the distribution mechanism best suited to the schools under its jurisdiction.

(3) Irrespective of the mechanism adopted, the following principles must be adhered to at all times:

(a) The distribution chain should be as short as possible.

(b) The number of persons involved in the distribution process should be restricted to a minimum.

(c) The transfer of the examination question papers from one responsible officer to another should be carefully checked and signed upon receipt.

(d) Any discrepancies that are detected during the transfer process should be reported immediately to the Head of the assessment body.

(e) All persons involved in the distribution process should sign a Contract of Confidentiality.

CHAPTER 6

CONDUCTING THE EXAMINATION

27. Establishment and registration of examination centres: Minimum Norms and Standards

(1) Examination centres must be registered by the assessment body in accordance with the following criteria:

(a) a suitable venue to accommodate candidates, i.e. sufficient space and appropriate furniture to be used by candidates;
(b) security of the venue (Annexure G);
(c) clearance in terms of the local health and fire services bylaws;
(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;
(h) the capacity to assess learners experiencing barriers to learning;
(i) capacity to complete Practical Assessment Tasks; and
(j) report on previous irregularities at the centre with specific reference to the nature and outcome of the irregularities.

(2) All examination centres must be evaluated by an official from the assessment body, to verify that all the necessary facilities required for conducting the examination are available at the centre.

(3) The following institutions must apply to the relevant assessment body for registration as examination centres under their own names:

(a) independent schools;
(b) independent learning institutions;
(c) distance learning centres;
(d) any government department that wants to administer the National Senior Certificate examination; and
(e) any other private or business institution that wants to administer
(f) the National Senior Certificate examination.

(4) The institutions contemplated in subregulation (3) must comply with this policy and must be subjected to the monitoring and moderation procedures of the assessment body.

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

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

(7) The total number of candidates at an examination centre may not exceed 500 for any one session, unless prior approval has been obtained from the Head of the assessment body.

28. An agreement between a provincial assessment body and an independent school: Minimum Norms and Standards

(1) All institutions listed in *paragraph 29(3)* must enter into a contractual agreement with the provincial assessment body concerned.

(2) A *pro forma* contract between a provincial education department and an independent school is attached hereto as Annexure H.

29. De-registration of examination centres: Minimum Norms and Standards

(1) In the event of a physical relocation of the examination centre from the premises approved by the assessment body to other premises, the centre will be deregistered.

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

(a) The onus is on the owner or management to inform the Head of the assessment body timeously of the intention to relocate.

(b) The Head of the assessment body or his or her representative shall inform the owner or management, in writing, of the course to be followed.

(c) If the application for the registration of the centre at the new premises is unsuccessful, the Head of the assessment body or his or her representative shall give notice to the owner or management of his or her intention to deregister the centre.

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

(e) The Head of Department must consider such representation and make a final decision as to whether or not to close the centre down.

(f) This decision must be conveyed, in writing, to the owner or management.

(3) An examination centre may also be deregistered if there is evidence that the integrity of the examination is being undermined at the centre.

(a) Examination centres will be deregistered if:

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

(b) The following procedure should be followed when it is found that irregular practices have occurred at an examination centre:

(i) Officials of the provincial education department should investigate the reported irregularities.
(ii) If clear evidence of an irregularity emerges from such investigation, disciplinary action should be instituted and steps taken to deregister the centre.

(iii) The owner or management must be informed, in writing, of the intention of the Head of the assessment body to close down the centre due to the irregularities.

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

(v) The Head of the assessment body must consider such representation before making a final decision as to whether or not to close the centre down.

(vi) This decision must be communicated, in writing, to the owner or management.

(4) Maladministration

(a) Examination centres may be deregistered 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 centre to render an examination service.

(b) The following procedure should be followed when maladministration occurs at an examination centre:

(i) The owner or management of such examination centre must be informed within a specified period of three (3) months in writing, of the situation and given an opportunity to rectify the matter.

(ii) If maladministration at the centre continues, the centre may be placed on probation for a period not exceeding one academic year.

(iii) If the owner or management again demonstrates an inability to administer the examination process adequately

during the probation period, the centre may be deregistered at the end of the academic year.

(iv) If maladministration takes place during the conducting of an examination, the centre may be placed under the administration of the assessment body, until further notice.

30. Appointment and duties of chief invigilators and invigilators: Minimum Norms and Standards

(1) Assessment bodies must ensure that all chief invigilators and invigilators receive the appropriate training (Annexure I).

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

(3) A candidate who fails to produce the required documentation will:

(a) be allowed to sit for the examination, but will be required to present such documentation to the invigilator after the examination.

(b) failing this, the normal procedure pertaining to irregularities must be followed.

31. Information to candidates: **Minimum Norms and Standards**

(1) General examination instructions must be provided to candidates, in writing, at the commencement of the examination, and each candidate must sign to confirm receipt and acceptance of these instructions.

(2) Candidates must also be provided with clear written instructions regarding the specific examination question paper that is being written.

(3) All examination question papers that are not in English must have an instruction page in English, as well as in the language of the examination question paper.

(4) A period of ten minutes before the official commencement of the examination must be allowed for reading of the examination question paper, in addition to the time allocated for the reading of any instructions that may be necessary.

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

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

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

32. Monitoring of the National Senior Certificate examination: **Minimum Norms and Standards**

The Department of Basic Education, the assessment body and Umalusi must have clear programme relating to the monitoring of the National Senior Certificate examinations. This programme must cover all stages of the examination,

commencing with the preparatory phase and concluding with the release of the results.

33. Visits to the centres by monitoring teams: **Minimum Norms and Standards**

(1) The monitoring teams of the Department of Basic Education and the assessment bodies must visit examination centres while the examination is in progress, and report on, but not limited to, the following:

(a) general management of the examination;
(b) invigilation;
(c) the condition of examination rooms;
(d) the seating of candidates;
(e) the handing out of examination question papers;
(f) control of the ten minutes reading time;
(g) the collection of examination question papers;
(h) the return of examination answer scripts; and
(i) security.

(2) The monitoring teams of the Department of Basic Education and the assessment bodies should visit the marking centres to observe the marking process.

CHAPTER 7

RECORDING AND REPORTING OF ASSESSMENT FOR THE NATIONAL SENIOR CERTIFICATE

34. Scale of achievement: Minimum Norms and Standards

(1) Seven levels of competence are described for each subject in the National Senior Certificate.

(2) These descriptions will assist teachers to assess learners and grade them at the correct level.

(3) Teachers or examiners must record learners' results in marks and report them as percentages.

(4) The percentage obtained will determine which rating code on the scale of achievement will be allocated to a learner.

(5) The various achievement levels and their corresponding percentage bands are indicated in Table 1 below.

(6) Final promotion schedules for Grades 10 and 11 must be approved and signed by the relevant assessment body.

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

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
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 8

THE MARKING PROCESS

35. Appointment of markers: Minimum Norms and Standards

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

(2) Markers at provincial assessment bodies are appointed in terms of the PAM (Annexure K), and any other additional criteria as determined and approved by HEDCOM.

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

(4) The information provided by the applicant for the position of marker must be verified, in writing, by his or her employer and the relevant assessment body. In the case of provincial assessment bodies, the verification must be done by the school principal and the district manager.

(5) All persons appointed with regard to the marking process must declare whether he or she has an immediate relative sitting for a National Senior Certificate examination in the year of appointment. After having made such declaration, the marker will be allowed to mark, but it will be ensured that he or she does not mark the examination answer script of an immediate relative.

(6) An assessment body must select an additional marker in the event where an appointed marker fails to report for duty.

(7) A marker, senior marker and chief marker must be appointed annually.

(8) All selection panels for markers must be chaired by the relevant Head of the assessment body or his or her representative.

36. Appointment of markers: Guidelines

(1) Assessment 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 markers' application form must be verified by the assessment body.

(3) Persons appointed as Markers by a provincial assessment body fall under the *Employment of Educators' Act, 1998 (Act No. 76 of 1998).*

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

37. Establishment of marking centres: Minimum Norms and Standards

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

38. Marking centres: Minimum Norms and Standards

(1) If the number of markers exceeds six hundred (600), a decentralised approach to marking may be adopted.

(2) Marking may be decentralised in terms of geographic regions or in terms of groups of subjects.

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

(4) 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) a suitable control centre;
(f) ICT facilities; and
(g) the availability of water, electricity and other basic facilities.

(5) The control centre forms the heart of operations at the marking centre. The control of mark sheets and examination answer scripts at the control centre may be divided into three phases, namely:

(a) <u>Phase one:</u>

(i) This phase entails an audit of all mark sheets and their respective examination answer scripts at the marking centre.

(ii) All unregistered mark sheets or examination answer scripts are to be recorded in a specific register.

(b) Phase two:

(i) Chief markers signs a control list when examination answer scripts are issued to them and again when the examination answer scripts are returned.

(c) Phase three:

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

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

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

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

39. Marking procedures: Minimum Norms and Standards

(1) Marking procedures should be clearly formulated by the provincial assessment body, as contemplated in Annexure L.

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

40. Marking procedures: Guidelines

(1) Marking procedures could be as follows:

(a) marking question by question; or
(b) marking complete examination answer scripts; or
(c) staggered marking where marking may commence in one or selected subjects while the rest of the National Senior Certificate examination is still in progress; or
(d) marking after completion of the examination, i.e. after all the examination question papers have been written.

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

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

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

CHAPTER 9

PROCESSING OF MARKS

41. Processing of marks: Minimum Norms and Standards

The Department of Basic Education and the assessment bodies must establish, or must have access to a fully-fledged and compatible Information Technology component.

42. Capturing of marks by trained staff: Minimum Norms and Standards

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

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

43. Standardisation: Minimum Norms and Standards

(1) Mark adjustments are done by Umalusi, in conjunction with the Department of Basic Education and assessment bodies.

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

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

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

44. Release of the results: Minimum Norms and Standards

(1) The release date of the results must be decided upon by the Council of Education Ministers (CEM) on the recommendation of HEDCOM, and this must be done on an annual basis.

(2) The date contemplated in *subparagraph (1)* is subject to approval of the National Senior Certificate results by Umalusi.

CHAPTER 10

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

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

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

(a) A candidate may apply for the re-marking or re-checking of his or her examination answer scripts, within twenty-one (21) calendar days of the official release of the results.

(b) This applies to both the end-of-year and supplementary examinations.

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

(2) Following consultation with the Heads of Departments, the Director-General may, by way of a notice in the *Government Gazette*, determine the following fees for provincial assessment bodies:

(a) the re-marking of examination answer scripts;
(b) supplementary examinations;
(c) the re-checking of examinations answer scripts;

(d) viewing of examination answer scripts; and

(e) a statement of results.

(3) The fees contemplated in *subparagraph (2)* must be refunded to the candidate if the re-marking results in an improvement of the rating code.

(4) The prescribed fee must be communicated to the candidate with the statement of results.

46. Viewing of examination answer scripts: Minimum Norms and Standards

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

(2) Viewing of an examination answer script will only be allowed subject to the following conditions:

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

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

(c) The examination answer script will be viewed in the presence of an examination official and may not be removed from the viewing room.

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

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

(f) After the re-marking or viewing of an examination answer script, 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, or to Umalusi in the case of an independent assessment body. The decision of the MEC or Umalusi is final.

CHAPTER 11

DEALING WITH IRREGULARITIES

47. Dealing with irregularities: Minimum Norms and Standards

(1) The Minister of Basic Education must establish the National Examination Irregularities Committee to support the provincial assessment bodies in ensuring that the credibility of the examination is maintained.

(2) The Head of the provincial assessment body must establish a Provincial Examination Irregularities Committee to investigate irregularities and make recommendations to the MEC and the Head of Department.

(3) Provincial education departments may establish District Assessment Irregularities Committees. The function of these committees will be to support and co-ordinate the handling of irregularities at a district level.

(4) Independent assessment bodies must establish appropriate structures to handle irregularities.

(5) The following steps must be followed regarding the issuing of a National Senior Certificate to a candidate suspected of committing an irregularity:

(a) It should be established whether the irregularity was caused by the conduct of the candidate or that of another person.

(b) If the irregularity pertains to one of the examination question papers of a subject, the results of the subject as a whole will not be

released, but this will not affect the release of the results of other subjects.

(c) If the irregularity was not caused by the candidate's actions and the candidate did not gain any advantage, the examination answer script must be marked and marks must be allocated as set out in the marking memorandum and the results must be released.

(6) A candidates who attends an irregularity hearing may have legal representation.

(7) Should a candidate decide to have legal representation, the provincial education department must be informed of this intention three working days before the hearing, in order to allow the Department of Basic Education to ensure appropriate departmental representation at the hearing.

48. Release of results under investigation: Minimum Norms and Standards

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

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

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

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

49. Dealing with irregularities: Minimum Norms and Standards

(1) Annexure M provides details on how to deal with irregularities.

CHAPTER 12

SECURITY AND CONFIDENTIALITY

50. Security and confidentiality: Minimum Norms and Standards

(1) The assessment body must take every reasonable step to ensure the security and confidentiality of:

(a) the examination question papers;
(b) answer books;
(c) examination answer scripts;
(d) mark sheets; and
(e) other assessment documents.

(2) Effective security and confidentiality measures should be in place in the following areas of the examination process:

(a) the setting and moderation of the examination question papers;
(b) the printing of the examination question papers;
(c) the storage of the final printed examination question papers, as well as the printed back-up examination question papers;
(d) persons entering or exiting restricted examination administrative areas;
(e) examination question papers leaving the Department of Basic Education and assessment bodies;
(f) the distribution of examination question papers and the transfer of examination answer scripts to and from examination centres;
(g) examination answer scripts of candidates under investigation; and
(h) the maintenance of the IT system.

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

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

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

51. The use of outside agents: Minimum Norms and Standards

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

CHAPTER 13

ACCESS TO EXAMINATION AND CERTIFICATION INFORMATION

52. Access to examination information: Minimum Norms and Standards

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

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

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

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

(5) Certified examination data must be transferred to the National Learner Records Database (NLRD) at the South African Qualifications Authority (SAQA).

53. Access to certification information: Minimum Norms and Standards

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

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

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

(4) The Department of Basic Education and the assessment body must ensure stringent security measures during the following processes:

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

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

54. Accessibility of examination and certification information: Minimum Norms and Standards

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

CHAPTER 14

HISTORICAL RECORDS (ARCHIVING) AND DATA RETENTION

55. Copies of historical certification records and data retention: Minimum Norms and Standards

(1) Copies of historical certification records are a national asset and are the responsibility of the Department of Basic Education.

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

56. Access to historical records: Minimum Norms and Standards

(1) Access to historical records is an integral part of the functioning of any examination section.

(2) The provincial assessment bodies should have a computer infrastructure that can access the centralised historical database.

(3) These records should be used for queries, the combination of results, and for the verification of certification data.

CHAPTER 15

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

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

(1) The Department of Basic Education and the assessment body must establish the minimum requirements for a computer programme to be used in the examination process.

(2) A guideline to establish such minimum requirements is contained in Annexure N.

(3) User requirement specifications, as developed by the Department of Basic Education or independent assessment bodies, should be in place.

58. Documents and document control pertaining to the examination system: Minimum Norms and Standards

(1) Documents printed by the computer system, relating to the examination, are the responsibility of the assessment bodies.

(2) The Head of the assessment body or his or her representatives must check the signatures and the descriptions on these documents.

(3) Documentation on the resulting process of the computer system is essential for use by the assessment bodies and should be available to them.

(4) This information is used for reference purposes in order to maintain and further develop the system.

CHAPTER 16

EDUCATION BOARDS

59. The establishment of examination boards: Minimum Norms and Standards

(1) The following examination boards are established:

(a) A National Examination Board to advise the Minister on all matters relating to national examination and assessment; and

(b) A Provincial Examination Board to advise the Member of the Executive Council (MEC) on all matters relating to provincial examination and assessment (Annexure O).

CHAPTER 17

REPEAL OF THE POLICY DOCUMENT, *RÉSUMÉ OF INSTRUCTIONAL PROGRAMMES IN SCHOOLS, REPORT 550 (2001/08)* AND TRANSITIONAL ARRANGEMENTS

60. Repeal of Report 550 (2001/08)

(1) The *Résumé of instructional programmes in schools*, *Report 550 (2001/08)*, containing the programme and promotion requirements for the Senior Certificate, is repealed, subject to *Regulation 59.*

(2) Learners entering Grade 12 in 2008 must write the National Senior Certificate examination.

61. Transitional arrangements

(1) The following candidates will be given an opportunity to complete outstanding requirements for the Senior Certificate until May/June 2011:

(a) unsuccessful candidates in the Senior Certificate examination of 2007;

(b) part-time candidates who are already enrolled for the Senior Certificate,

(c) candidates who have passed Grade 11 in previous years; and

(d) other special cases where the Heads of provincial and independent assessment bodies may use their discretionary powers to allow

such candidates admission to the May/June Senior Certificate examination.

(2) All Senior Certificate subjects, successfully completed prior to 2007 and provided they are in compliance with the policy document, *Résumé of instructional programmes in schools*, *Report 550 (2001/08)*, will be recognised for the issuing of the Senior Certificate until May/June 2011.

(3) No new enrolments of learners will be accepted in Grades 10 for any subjects listed in the policy document, a *Résumé of instructional programmes in schools*, *Report 550 (2001/08)* from 1 January 2006.

(4) National education policy pertaining to part-time candidates as stipulated in the policy document, *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF),* will continue to exist until such a date as determined by the Minister of Basic Education.

(5) The Minister may also determine the date, contemplated in *subparagraph 4* after:

(a) an alternative qualification for part-time candidates has been developed and implemented; and

(b) public and independent distance/correspondence education institutions have been identified and have become operational to assist part-time candidates to obtain the qualification presented by the Minister in the *Government Gazette*.

(6) The policy pertaining to part-time candidates contemplated in

subparagraph 4 will continue for a further period of three (3) years after the date referred to in *subregulation 5* in order to accommodate the candidates already enrolled as part-time candidates on the date determined by the Minister.

(7) Part-time candidates must comply with the National Senior Certificate requirements as stipulated in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF***.**

(8) Candidates who have registered as part-time candidates for the National Senior Certificate during the period 2006-2008 must show proof that they have complied with the National Senior Certificate requirements as stipulated in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* before they will be allowed by an assessment body to register and sit for the final National Senior Certificate examination.

(9) Learners who register as part-time candidates for the first time in Grade 10 in 2009, must register with an accredited assessment body to ensure that such learners comply with the National Senior Certificate requirements as stipulated in the policy document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)***.**

(10) Once a learner as contemplated in *subparagraph 10* has registered with an assessment body, such assessment body must provide guidelines regarding the National Senior Certificate with respect to the three year duration of the qualification and the compliance with the School-Based Assessment and external examination requirements.

(11) The Minister may, if deemed necessary, amend the transitional

arrangements as contemplated in *paragraph 63*.

62. Short title and commencement

This policy may be cited as the *National policy on the conduct, administration and management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and will come into effect on the date of publication in the *Government Gazette*.

ANNEXURE A

ADMINISTRATIVE ISSUES RELATING TO THE SCHOOL-BASED ASSESSMENT (SBA) AND PRACTICAL ASSESSMENT TASK (PAT) MARKS

1. PRESENTATION OF SCHOOL-BASED ASSESSMENT AND PRACTICAL ASSESSMENT MARKS

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

(2) A Practical Assessment Task mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.

(a) Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts;
(b) Languages: Oral mark;
(c) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;
(d) Life Orientation;
(e) Computer Sciences: Computer Applications Technology and Information Technology; and
(f) Services: Consumer Studies, Hospitality Studies and Tourism.

(3) Learners who have not submitted a learner portfolio of evidence as part of the School Based Assessment component, and/or Practical Assessment

Task based on valid reasons, must be given three months from publication of the results to submit School-Based Assessment tasks and/or a Practical Assessment Task for evaluation. In such an event, the code "999" is indicated on the mark sheet.

(4) If a learner fails to present a component or components of the SBA and/or a Practical Assessment Task during the course of the year, and **valid reasons** are provided, the learner should be allowed the opportunity to redo the task and/or Practical Assessment Task or, where this is not possible, the mark for that component of the School-Based Assessment and/or a Practical Assessment Task component should not be taken into consideration and the maximum mark, in this particular case, must be recalculated, based on the remaining number of tasks (refer to Table 1).

(5) If a learner fails to present a component or components of the Practical Assessment Task during the course of the year, and **valid reasons** are provided, the learner should be allowed the opportunity to redo the task.

Table 1

SBA components of subject with learner's marks:

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
Max marks	**5**	**5**	**30**	**20**	**40**	**40**	**40**
Learner	4	Did not offer (valid reason given)	16	Did not offer (valid reason given)	20	15	12

SBA mark = (4+16+20+15+12) /(5+30+40+40+40+40)

= 67/155

= 43%

If a learner fails to present a component or components of the School-Based Assessment, **without a valid reason**, the learner must be awarded a zero mark ("0") for such component or components (refer to Table 2).

Table: 2

SBA components of subject with learner's marks:

	Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	Component 7
Max marks	**5**	**5**	**30**	**20**	**40**	**40**	**40**
Learner	4	Did not offer (no valid reason given)	16	Did not offer (No valid reason given)	20	15	12

SBA mark = (4+0+16+0+20+15+12)/(5+5+30+20+40+40)

= 67/180

= 37%

2. INCOMPLETE RESULTS

A learner's results are regarded as incomplete if he or she did not offer any component of the School-Based Assessment and/or a Practical Assessment Task (PAT), a Practical Assessment or an Oral mark and no valid reason was provided. This implies that the learner did not submit all assessment tasks specified for

School-Based Assessment, Practical Assessment Task (PAT), Practical Assessment or Oral requirements in the policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)* and Subject Assessment Guidelines. In such an event, the code "444" is indicated on the mark sheet. Therefore the candidate cannot receive a result in the subject, since he or she has not satisfied the requirements of the National Senior Certificate and will not qualify for a National Senior Certificate. In such an event, the code "444" is indicated on the mark sheet. Such a candidate must repeat the subject in the subsequent examination, but not the supplementary examination. If a candidate fails to do this, he or she will not qualify for a National Senior Certificate.

3. OUTSTANDING MARKS

A mark is regarded as outstanding if, during the capturing process, the reason for the outstanding mark is not established. The code, "777", is used to indicate an outstanding mark. An outstanding mark must be finalised as soon as possible and the "777" code replaced with either a mark or a "444" code (absent) *or a "999" code*.

In the event that the candidate was absent, based on valid reasons, code "999" will be captured. The outstanding School-Based Assessment, and/or Practical Assessment Tasks (PAT), Practical Assessment or Oral mark must be submitted within the stipulated three-month period. The result in the subject will be regarded as incomplete. In such an event the candidate cannot receive a result, since he or she has not satisfied the requirements of the National Senior Certificate. Should the candidate not submit the School-Based Assessment tasks and/or Practical Assessment Tasks in the stipulated period, the code "777" will be changed to "444".

Candidates who have not met the School-Based Assessment and Practical Assessment Task component requirements, may be allowed to improve their marks obtained in the School-Based Assessment and Practical Assessment Task components, subject to satisfactory arrangements being made with the relevant accredited assessment body.

4. STATISTICAL MODERATION OF SBA MARKS

All School-Based Assessment tasks and Practical Assessment Tasks are statistically moderated, based on the norm determined by Umalusi. The norm, which is articulated as a formula for the statistical moderation process, will be provided by Umalusi. The Department of Basic Education will ensure that the computer system is programmed to process the marks in accordance with the formula. However, the final responsibility rests with Umalusi to verify the accuracy of the statistical moderation process on the IT system.

Learners whose School-Based Assessment marks and/or Practical Assessment Tasks are outstanding, absent or have not been finalised at the time of the 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.

ANNEXURE B

THE APPROVAL PROCESS FOR SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

1. THE STATUS OF SUBJECTS OFFERED BY OTHER ASSESSMENT BODIES

(1) Candidates may offer a maximum of one subject developed by an assessment body other than the Department of Basic Education and approved by the Minister of Basic Education, in addition to the required seven compulsory subjects for the National Senior Certificate.

(2) All requests regarding the offering of additional subjects to be listed in the National Senior Certificate must be directed to the Department of Basic Education, in order to determine whether the Department of Basic Education will consider the inclusion of the subject in the *National Curriculum Statement Grades 10-12*.

(3) Additional subjects to be considered by the Department of Basic Education for inclusion in the *National Curriculum Statement Grades 10-12* must be supported by the following documents:

(a) a Subject Statement that includes the learning outcomes, assessment standards and content;
(b) a Learning Programme Guideline;
(c) a Subject Assessment Guideline; and
(d) in the case of additional languages, the appropriate English Language level documents, i.e. Home, First Additional and Second Additional Language level should be used as a template.

(4) An assessment body should undertake the development of the additional subject requested, as well as conduct the examination thereof.

(5) However, no guarantee can be given to institutions that the Minister of Basic Education will approve the developed documents submitted to the Department of Basic Education. All development is done at own risk and any costs incurred must be borne by the applicant.

(6) All relevant documents referred to in *subregulation (3)* above, must be submitted not later than April of the year prior to the planned implementation.

(7) Once satisfied that all the above requirements have been met, the Department of Basic Education will evaluate the subject in question and make a recommendation to the Minister of Basic Education.

(8) Subjects that have been approved by the Minister of Basic Education for offering as part of the National Senior Certificate will be implemented for the first time in Grade 10 in the month of January, following the year of approval.

(9) Assessment bodies and schools that wish to enrol learners for additional subjects to the National Senior Certificate, developed and assessed by an assessment body, should contact the Head of the relevant assessment body for details about the enrolment and assessment procedure for the additional subject.

(10) The Department of Basic Education could request assessment bodies, accredited by Umalusi and approved by the Minister of Basic Education, to assist with the examination of the approved additional subject, offered by a learner as part of his or her 7-subject package.

ANNEXURE C

REQUIREMENTS FOR THE OFFERING OF MUSIC PROGRAMMES OF ACCREDITTED ASSESSMENT BODIES

A learner who requests to offer one of the approved music programmes offered by the assessment bodies, listed in *subregulation 8*, as one of the seven (7) compulsory subjects for the National Senior Certificate, or as an additional subject, i.e. as an eighth or ninth subject, may do so under the following conditions:

(1) The learner enrols for the music programme in the year that he or she registers for Grade 10 for the first time.

(2) The selected music programme is registered as one of the Group B subjects of the National Senior Certificate, as contemplated in *paragraph C2* of Annexure C of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF),* in January of the year of the first registration for Grade 10.

(3) A learner completes the theory component of the selected music programme prior to his or her registration, in Grade 10, for the National Senior Certificate.

(4) A learner registers for a music programme, offered by an assessment body listed in *subregulation 8*, at a minimum level of Grade 4, for the selected practical music examination in Grade 10, provided that such 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

theory component, offered by an assessment body, are regarded as the minimum acceptance level for the National Senior Certificate (Table 1).

(5) Learners who register for the first time in Grade 10 for a music programme, offered by an assessment body, at a Grade 5 or Grade 6 level of the selected music programme, must progress to Grade 6 and 7 respectively in Grade 12, in order to fulfil the National Senior Certificate programme requirements, as contemplated in *paragraph* 9 of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(6) Learners who register for the first time in Grade 10 for a music programme, offered by an assessment body at Grade 7 level of the selected music programme, must offer these programmes for the three-year period of Grades 10-12, in order to fulfil the National Senior Certificate programme requirements, as contemplated in *paragraph* 9 of the document, *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(7) Assessment bodies, which have been approved by the Minister to offer music as a subject, must submit the theory and practical marks of their candidates separately. However, the final result obtained by a learner in the music programme offered by such assessment body, must be calculated as a combination of both the practical music examination and its theory component.

TABLE 1(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

TABLE 1(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

TABLE 1(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

(8) The theory components of the music programmes of the approved assessment body are as follows:

TABLE 2 THEORY REQUIERMENTS

Practical music examination	Prerequisite
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
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
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

(9) A maximum of one of the Associated Board of Royal Schools of Music, or Trinity College of London, or the UNISA practical music examination,

Grades 6 or 7, may be offered in combination with a National Senior Certificate subject, which may include Music.

(10) Learners who offer one of the Associated Board of Royal Schools of music, or Trinity College of London, or the UNISA practical music examination, Grades 6 or 7, in combination with the subject Music, as listed in the *National Curriculum Statement Grades 10-12*, may not offer the same main instrument as a first and second instrument.

(11) Learners may not offer a music programme, comprising a combination of components of the subject Music, as listed in the *National Curriculum Statement Grades 10-12*, for the Associated Board of Royal Schools of Music's practical music examination, Trinity College of London's practical music examination, or UNISA's practical music examination.

(12) Learners, who register for a music programme offered by an assessment body, must offer the required level or levels of the music programme entered for, for all three years of the National Senior Certificate programme, namely Grades 10 to 12. A learner must fulfil all the requirements in respect of School-Based Assessment for each level of the music programme that he or she enrolled for.

(13) Learners will not be allowed to change from one assessment body to another, once they have enrolled at a specific assessment body in their Grade 10-year.

ANNEXURE D

APPOINTMENT OF EXAMINERS AND INTERNAL MODERATORS: AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

In addition to the general criteria referred to in *Regulation 23,* the following minimum criteria should apply with regard to the selection and appointment of examiners (for the setting and moderation of examination question papers and accompanying memoranda) and internal moderators:

(1) Advertisements for the posts of examiners and internal moderators should be included in a departmental circular, as well as published in the national or local press.

(2) For the examination, set by the Department of Basic Education, a selection panel shall be appointed by the Department of Basic Education. Teacher unions that are members of the Education Labour Relations Council shall be allowed observer status on such a panel.

(3) The following minimum criteria will apply in respect of the selection and appointment of candidates:

The appointee must:

(a) have at least a recognised three-year post matric qualification, which must include the subject concerned at second or third-year level;
(b) have extensive experience as a teacher in the particular subject or in a related area, and at least two (2) years teaching experience during the last five (5) years, at the appropriate level; and
(c) he or she must have experience as a marker.

ANNEXURE E

EXAMINATION PANELS

1. It is advantageous to appoint two to four examiners to set an examination question paper, in order to maintain the appropriate standard for a subject. This allows for the perspectives of two to four experts in the particular subject to be utilised in the setting of the examination question paper.

2. Advantages of the panel system:

   (a) it allows for capacity-building, by including one or two persons who lack prior experience in the setting of examination question papers.

   (b) If a panel of examiners is used, it is important that a chief examiner be appointed.

   (c) The chief examiner takes final responsibility for the quality and standard of the examination question paper.

3. Duly binding contracts must be signed between the examiner and the Department of Basic Education or the assessment body.

ANNEXURE F

PROCESSING OF EXAMINATION QUESTION PAPERS

1. TYPING OF EXAMINATION QUESTION PAPERS

(1) A team of selected staff members, not exceeding four to five typists, supervised by a chief typist, may carry out the typing of examination question papers.

(2) They may do their work on personal computers, not linked to an external network, and all the work should be done in a restricted area.

(3) This task should be supervised by a senior staff member. The hard disks should be cleared and transferred to other relevant media, such as compact discs (CDs), which must then be locked away daily.

(4) All typists must complete a Contract of Confidentiality.

2. EDITING OF EXAMINATION QUESTION PAPERS

(1) Language editing may be carried out by specially appointed language editors.

(2) Alternatively, this function may be carried out by a select group of subject specialists, who must complete the Contract of Confidentiality document.

(3) The final editing should be the task of the chief examiner, and he or she, together with the internal moderator, should sign it off, certifying that he or she has checked the examination question paper in every respect and that the examination question paper is ready for printing.

(4) All members of the editing team must complete a Contract of Confidentiality.

3. PRINTING OF EXAMINATION QUESTION PAPERS

(1) The Department of Basic Education and the assessment body must ensure the following:

(a) A building with proper security, which could be used for typing, printing, packaging and storage.
(b) All examination activities may then be carried out in this safe building, allowing access only to specific persons.
(c) In terms of printing, the assessment bodies must move to establish in-house printing facilities.
(d) Where in-house printing is done, the person involved in the printing may also be involved in the packaging.
(e) The printing process must be carried out under the close supervision of a senior official.
(f) This official must be entrusted with the task of approving the quality and standard of the first batch of printed examination question papers.
(g) All members of the printing team must complete a Contract of Confidentiality.

(2) Where assessment 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 that the quality of the printing is of an acceptable standard. A detailed contract, a service level agreement and a Contract of Confidentiality must be signed between the assessment body and the external provider of printing services.

ANNEXURE G

PRACTICAL EXAMINATION IN COMPUTER APPLICATIONS TECHNOLOGY AND INFORMATION TECHNOLOGY

1. Computer laboratories should be visited by the assessment bodies to ensure that the infrastructure is compliant. This must be done six (6) months prior to the commencement of the final National Senior Certificate examination.

2 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.

3. Local authorities should be informed about the examination timetable to ensure that load shedding is not applicable.

4. The following measures must be taken during the computer laboratory certification process:

   (1) All schools offering Computer Applications Technology and Information Technology must complete a specified checklist that should be certified by the Principal of the school and submitted to the assessment body two (2) days prior to the commencement of the examination.

   (2) Two days prior to the examination in Computer Applications Technology and in Information Technology, the specific centre to be used for these examinations should be off limits to all candidates.

(3) All electronic equipment at the school should be inspected prior to the examinations 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.

(4) The hardware and software must be checked to ensure that they are in working condition.

(5) Only approved hardware configurations and versions of software may be used and certified.

(6) The Computer Applications Technology and/or Information Technology teacher must ensure that all computers are "clean". No programmes or documents, hidden files and/or examples of any kind may be stored on the hard disks or the network. This should not be accessible to candidates during the examination.

(7) E-mails, internet messaging systems must be de-activated during the examination.

(8) Security should be in place to prevent candidates from accessing other computers, folders and/or documents.

(9) Passwords, which are familiar only to the invigilators, should be used as a security measure during the examination session.

(10) If an examination is conducted in two sessions, invigilators must ensure that all computers are clean when the second session starts. Candidates from two sessions should not make contact. This includes emptying the recycle bin.

(11) Printing is optional

(a) Printers must print clearly.
(b) Use new cartridges, if possible.
(c) The assessment body is responsible for supplying sufficient suitable paper for printers.

(12) Ensure that the following settings for each computer are correct:

(a) date and time; and
(b) regional settings (South Africa).

(13) Disks or related storage media:

(a) The assessment body must supply each candidate with two clean formatted disks or related storage media (one for backup) to save his or her work on.

(b) The responsible teacher must format these disks or storage media beforehand (even if new disks are being used).

(c) The disks must be clearly marked. Alternatively, schools that do not work with disks, can submit all candidates' files on CDs. One backup CD must be submitted and one kept at the centre.

(14) Peer-to-peer networks do not provide the same level of security as server-based networks. Therefore, the use of peer-to-peer networks is discouraged and schools should disconnect them for the duration of the examination and use the computers as stand-alone machines.

(15) If schools use network facilities to conduct practical examinations, the following steps must be taken to prevent possible copying of files by candidates:

(a) Separate folders must be created for each candidate on the appropriate network drive. The folder should be labelled with the candidate's examination number.

(b) The data files required by each candidate must be copied into each folder or onto a suitable saving device.

(c) It must not be possible for the candidate to access any other data folders on the network.

(d) A separate user ID and password must be created for each candidate and these must be linked to a specific folder.

(e) The user ID and password must differ from those used by the candidates during the normal course of their practical work.

(f) Access codes should preferably be randomly generated, e.g. user ID: AxCyfDT, Password: ShwOfT.

(g) 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.

(16) On some networks, it is possible to keep a log of access to folders. If the network makes use of this facility, it should be activated during the examination and retained after the completion of the examination, should any queries concerning irregularities arise.

(17) Only legal copies of software may be used.

(18) There should be at least two additional computers and printers available as backup.

(19) An experienced Computer Applications Technology or Information Technology teacher must be present during all practical sessions, so that he or she can provide the necessary assistance if computers are faulty.

(20) Invigilation

(a) A minimum of two teachers must be present as invigilators at each centre during the examinations in Computer Application Technology and Information Technology.

(b) Additional invigilators should be present in accordance with Table 1:

Table 1

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

(21) Document retrieval

(a) One week before the examinations commence, schools will receive a disk or related storage media with the documents for retrieval.

(b) The responsible teacher must make a backup copy of this storage media immediately and determine if he or she can access the files.

(c) It is the task of the responsible teacher to save this information on the network or on the hard drives of individual computers, or to prepare an individual disk for each candidate, one day prior to the commencement of the examination. Examination centres must then be off limits.

(d) It is essential that each candidate's disk is carefully prepared a day before the examination session commences.

(e) The teacher must ensure that each disk or storage medium is clearly marked with the candidate's examination number and the centre number.

(f) Candidates may, under no circumstances, have access to these files prior to the examination.

(22) The security process must be carried out under the supervision of the chief invigilator.

(23) Schools will be permitted to run a maximum of two consecutive sessions of computer practical examinations per day. The necessary precautions must be taken in order to prevent communication between candidates in the two groups.

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

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

5. Procedure during the examination session

(1) Invigilators play a vital role in ensuring that no copying of any kind takes place. Therefore, it is crucial that the minimum supervisory requirements are strictly adhered to.

(2) The additional assistant(s) used at the end of the session (last 30 minutes of the session) must assist with printing and verifying that candidates' files are written to CDs and that the CDs can open. Invigilators must ensure that no editing or keying in takes place after the examination time has elapsed.

(3) Candidates should save their work at regular intervals, e.g. every 10 minutes.

(4) If candidates wish to do the **speed endorsement**, they will do so at the beginning of the examination session.

(a) A Computer Applications Technology and/or Information Technology teacher will be present to manage the time of the session in accordance with to keyboarding rules.

(b) The principals or centre managers and chief invigilators should be informed of the fact that a timed accuracy test will be conducted.

(c) Although the instructions to invigilators state that no candidates may be admitted to the examination room earlier that 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 practice on their computers and to get the computers ready for the examination.

(d) Candidates must, however, terminate these activities fifteen minutes before the examination commences.

(e) Candidates must be allowed fifteen minutes to read the instructions on the examination question paper and to prepare themselves for the timed accuracy test.

(f) 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.

(g) **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.

(h) Candidates may use the spell-checker during the course of the timed accuracy test.

6. If a power failure occurs during the examination, the following procedure should be followed:

(1) Candidates are to remain in the computer room until the power supply has been restored.

(2) Candidates may not communicate with each other while waiting for the power supply to be restored.

(3) The time lost during the power failure should be allowed as additional examination time.

(4) If, after two hours, the power supply has not been restored yet, the examination should be rescheduled.

(5) The Department of Basic Education and the assessment body should be informed of the power failure immediately.

(6) When a power failure occurs, the centre manager should inform the local authorities immediately. He or she should also ascertain, if possible, how long the power failure is likely to last.

(7) The disks with the work completed by the candidates are to be handed in and submitted to the assessment body.

(8) In the case of an examination being cancelled due to a power failure, the candidates should write the backup examination question paper on another date.

(9) In the event where two examination sessions are scheduled during an examination, namely in the morning and afternoon, the above procedure applies to both sessions.

7. In the event of a computer breakdown during the examination, the following procedure should be followed:

(1) Candidates must be moved to backup equipment immediately, and appropriate additional time must be provided to the candidates concerned. A period of 10 minutes must be provided in cases where the work has not been saved by the candidate.

(2) No additional time will be allowed for work lost that was not correctly saved.

(3) Candidates must complete the examination question paper within the set time.

(4) Only the printing of results will be allowed after the set time has elapsed.

(5) Printouts

(a) The printing of questions is optional, but invigilators must take all precautionary measures to ensure that the candidates' files are written to CD/storage media and are opening correctly.

(b) All other printouts must be handed in to the invigilator.

(c) These printouts must be destroyed after the conclusion of the examination.

(d) No printouts are allowed to leave the examination room.

8. In the event where two sittings per day take place, the following procedure must be followed:

(1) The responsible teacher will divide the candidates into two groups.

(2) Group 1 will complete the examination during the first sitting and Group 2 will complete it during the second sitting.

(3) Candidates in Group 2 must meet at least one hour before the end of the first sitting. They will be invigilated and escorted to the computer room before the start of the second sitting and after all the candidates from the first sitting have left the computer room.

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

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

9. Responsibilities of candidates

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

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

(3) Each candidate must save his or her work on the disk/storage media/folder provided to him or her.

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

(5) After completion of the examination, the candidates must make sure that each file is stored on disk/folder and that each file opens from the storage media.

(6) Candidates must only submit the relevant files for marking.

(7) Where different groups of candidates are sharing the same computer and printer, it is essential that all candidates close all their files on the computer and remove all printouts before the computer and printer may be used by the next group of candidates.

(8) The second disk or other storage media should be used as backup for each candidate.

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

(1) The responsible teacher must make backup or duplicate copies of candidates' work on relevant storage media. One backup disk must be send to the marking centre and one disk must be kept at the school.

(2) Printouts (optional) and disks must be handled in the following way:

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

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

(c) The examination number and the centre number must be clearly indicated.

(d) Organise all folders numerically and place them in a marked box.

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

ANNEXURE H

PRO FORMA SERVICE CONTRACT ENTERED INTO BY,

AND BETWEEN, THE

PROVINCIAL ASSESSMENT BODY

AND AN

INDEPENDENT SCHOOL IN RESPECT OF

REGISTRATION AS AN EXAMINATION CENTRE

FOR THE NATIONAL SENIOR CERTIFICATE

EXAMINATION

FOR

YEAR

This is only valid for the year of examination (inclusive of the supplementary examination).

(NAME OF SCHOOL)

1. The conclusion of this contract confirms that the independent centre has met the following minimum preliminary requirements for registration as an examination centre:

1.1 sufficient space and appropriate furniture for the seating of candidates;
1.2 adequate general security;
1.3 a lock-up facility for the storage of examination material;
1.4 clearance – in terms of the applicable municipal by-laws – from the local fire and health services;
1.5 provision of proper lighting;
1.6 access to sufficient water and acceptable and adequate toilet facilities;
1.7 teaching staff, suitably qualified and in sufficient numbers, to be trained and utilised as invigilators; and
1.8 clear evidence of the ability to meet any and all costs relating to electricity, water, taxes and/or rental for the premises for the duration of the examination.

2. The Head of Department retains the right to re-evaluate the independent centre at any time in respect of any or all of the above-mentioned criteria.

3. The Department of Basic Education retains the right to monitor the conducting of the National Senior Certificate examination and related assessment processes at the independent centre at any time, without prior warning. This includes the appointment of a monitoring invigilator at the assessment centre for the duration of the National Senior Certificate examination.

4. The independent centre, in concluding this service contract, commits itself to abide unquestionably by all regulations in respect of the conducting, administration and management of the National Senior Certificate

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

5. Where, in the opinion of the Head of Department, and 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 Basic Education reserves and retains the right to take control of the conducting, administration and management of the examination centre with immediate effect.

6. Failure to abide by any of the regulations or other reasonable requests in respect of the conducting, administration and management of the National Senior Certificate examination and related examination processes, as well as procedures contained in the national or provincial regulations, may result in the deregistration of the independent centre as an examination centre by the Department of Basic Education.

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

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

9. Where relocation of an independent centre is unavoidable, due to external factors (e.g. a natural disaster), the following procedure must be strictly adhered to:

9.1 The Head of Department must immediately be informed in, writing, of the enforced relocation.

9.2 Learners and their parent(s) or guardian(s) must be informed.

9.3 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.

9.4 The relevant provincial education department will ensure the publication of such information in the printed/electronic media.

10. **Procedure to follow when a centre relocates to new premises**

10.1 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 Basic Education.

10.2 In exceptional circumstances, and provided that the centre has an unblemished record as far as irregularities and administration are 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 be granted 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.

10.3 Should this process run over the year-end, no new candidates may be registered until a decision has been taken on the registration of the centre.

10.4 The onus is on the head of the institution (centre manager/principal) to inform the Head of Department timeously of the intention to relocate.

10.5 The Head of Department shall inform the chief invigilator, in writing, of the course to be followed.

10.6 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) that the registration of the centre has elapsed.

10.7 The Head of the institution shall have the right to respond to the decision and furnish reasons as to why the centre should not be deregistered.

10.8 The Head of Department shall consider such representation before making a final decision. This decision must be conveyed, in writing, to the Head of the institution. This decision is final.

DEPARTMENT OF BASIC EDUCATION:

INITIALS & SURNAME	CAPACITY	DATE

WITNESS I _____

WITNESS II _____

OWNER(S) OF INDEPENDENT SCHOOL:

INITIALS & SURNAME	CAPACITY	DATE

WITNESS I _____

WITNESS II _____

MANAGEMENT OF INDEPENDENT SCHOOL (IF DIFFERENT FROM OWNER(S)):

_____

INITIALS & SURNAME CAPACITY DATE

WITNESS I _____

WITNESS II _____

ANNEXURE I

APPOINTMENT AND DUTIES OF CHIEF INVIGILATORS AND INVIGILATORS

1. CHIEF INVIGILATORS

(1) The Head of the assessment body must appoint the Principal of a school as chief invigilator. However, the Head of the assessment body reserves the right to appoint any competent school or office-based educator as chief invigilator, should the Principal of the school be deemed to be incapable of protecting the integrity of the external examination.

(2) The chief invigilator may delegate his or her duties, in writing, to his or her representative, should he or she be absent, and must inform the assessment body accordingly.

(3) The chief invigilator must appoint teachers, in writing, as invigilators before the start of the National Senior Certificate examination and provide the assessment body with a copy of the invigilation timetable.

(4) The chief invigilator must have a thorough knowledge of the procedures, rules and regulations pertaining to the examination.

(5) The chief invigilator must train the invigilators before the start of the National Senior Certificate examination.

2. INVIGILATORS

(1) At full-time examination centres, suitably qualified teachers from the teaching staff may be appointed as invigilators by the chief invigilator. At

private centres, invigilators are to be appointed in accordance with the instructions of the Head of the assessment body.

(2) Invigilators must be appointed, in writing, before the commencement of the examination. In the case of provincial assessment bodies, the relevant head office and regional or district office should be informed of all appointments.

(3) In addition to the chief invigilator, one invigilator must be appointed per 30 candidates or part thereof for every examination session.

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 hours or longer. However, the relief period may only be for a maximum period of twenty minutes during the session.

3. BRIEFING OF CHIEF INVIGILATORS AND TRAINING OF INVIGILATORS

(1) Chief invigilators must attend a meeting where they are thoroughly briefed with regard to the procedures, rules and regulations pertaining to the examination.

(2) Invigilators must 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 Principal of the school or chief invigilator:

(a) The Principal of the school or 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 entire duration of every examination session.

(b) His or her specific examination-related duties may 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 to the assessment body for approval.

(iii) The chief invigilator should ensure the preparation and readiness of the examination rooms, which include the following:

(aa) Candidates may not sit two to a desk or table.
(bb) Candidates must be seated at least one metre apart.
(cc) All subject matter, such as drawings, must be removed from the walls.

(dd) Chalk-boards must be cleared of any writing, formulae or drawings.

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

(ff) Where the examination venue is sufficiently big enough to accommodate all the candidates, candidates should be allocated permanent seats for the duration of the examination.

(iv) The chief invigilator and the invigilators must ensure that no material and/or equipment that are not required for the writing of the examination are present in the examination room, including cell phones.

(v) The chief invigilator should read the instructions relating to the examination to candidates, and inform them that they could forfeit their results should they contravene any of the instructions.

(vi) The chief invigilator should before the commencement of the examination session, point out that candidate must read all the instructions carefully, so as to ascertain whether they should answer all the questions or only a certain number of questions.

(vii) The chief invigilator should ensure that candidates have ten minutes reading time per examination question paper, during which time which no writing may take place, before the official commencement of the examination. This is over and above the reading of any other instructions that may be necessary.

(viii) Before opening the examination question papers in the examination room, the chief invigilator and an invigilator should ascertain that the examination question paper is the correct examination question paper, in terms of the time and date specified on the examination timetable.

(ix) The chief invigilator should open the examination question paper envelopes in front of the candidates and remain in the examination room until the examination question papers have been issued to candidates.

(x) The chief invigilator should visit the examination room frequently during each session, and ensure that a high standard of invigilation is maintained.

(xi) The chief invigilator should draw up a seating plan, indicating the examination room with the desk arrangements and the examination numbers of candidates. Such seating plan must be submitted for each examination question paper written. If the chief invigilator prefers to combine groups in one hall or room, the arrangement will have to be reflected on the plan.

(xii) The chief invigilator should ensure that there are no unauthorised persons in and around the examination room.

(xiii) The chief invigilator should ensure that all candidates are advised timeously of requisites such as rulers and drawing instruments to be used in the writing of specific subjects.

(xiv) The chief invigilator should ensure that the invigilators complete the absent and present columns on the mark sheets correctly.

(xv) The chief invigilator should assist with relief invigilation in centres.

(xvi) The chief invigilator should ensure that examination answer scripts are properly batched and packed according to the candidates' examination numbers, once the session has ended. The mark sheet pertaining to a specific batch of examination answer scripts must be included with that batch.

(xvii) Examination answer scripts should be sealed in a special envelope provided for such purpose, in order to prevent them being tampered with.

(xviii) The collection of the examination answer scripts and the delivery of the examination answer scripts to the regional, district or circuit office, as arranged by the regional, district or circuit office, is the responsibility of the chief invigilator.

(xix) Chief invigilators should ensure that all equipment, including computers, printers, typewriters and drawing boards, to be used by candidates, are serviced timeously and are in perfect working condition, and that they are available at the examination venue on the day of the examination.

(xx) The chief invigilator should collect, check and sign all invigilation claim forms, if applicable.

(xxi) The chief invigilator should submit written reports on all suspected cases of irregularities to the assessment body without delay.

(2) Specific duties of invigilators

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

(i) Ensuring that every candidate produces his or her admission letter, as well as proof of identity.

(ii) Ensuring that candidates are seated at least thirty minutes before the commencement of the examination session.

(iii) The invigilator should ensure that the candidates have ten minutes reading time per examination question paper.

(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 passed.

(v) A candidate may not leave the examination room during the course of the first hour of the examination session.

(vi) Only candidates who have registered for the examination, the invigilators concerned, and the chief invigilator or an authorised representative of the assessment body, may be present during an examination.

(vii) In an emergency a candidate may leave the examination room temporarily but only under supervision.

(viii) The invigilator should move around the examination room constantly, but without disturbing the candidates.

(ix) Any candidate contravening the rules and regulations of the examination should be referred to the chief invigilator without delay.

(x) The invigilator must check whether a candidate's examination number, which appears on his or 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 invigilator must read the instructions to candidates during an information session before the actual start of the examination and, if necessary, again at the start of each examination session.

(c) The following is a guideline of instructions that may be read to candidates:

(i) No explanation of examination questions may be asked for or given. Only questions relating to the number of questions to be answered, and whether some questions are compulsory, would be answered.

(ii) As soon as the candidates have handed in their examination answer scripts, they must leave the examination room. They 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.

(iii) Candidates must not assist other candidates or try to assist a candidate in getting help or communicating with anybody. Any questions should be directed to the invigilator.

(iv) Candidates may not create a disturbance in the examination room or behave in an improper or unseemly manner.

(v) Candidates may not disregard the instructions of the invigilator.

(vi) Candidates may not have a book, memorandum, notes, maps, photos or other documents or papers (including unused paper), or any other material, which may be of help to them in the examination, other than that which was provided to them by the invigilator, and their letters of admission or permits in their possession, while they are in the examination room.

(vii) Only calculators, as approved and prescribed, may be used by a candidate in the examination, except in subjects where

these are indicated on the examination question paper as being prohibited.

(viii) If candidates do not obey these instructions, they render themselves liable to suspension from current and future examinations, and the assessment body may, in such an event, refuse to give them credit for other examination question papers written.

(ix) All aids and answer books, as well as answer sheets issued to candidates, must be handed in before they leave the examination room.

(x) Any errata on a specific examination question paper must be read to the candidates concerned.

(xi) Candidates are allowed ten minutes reading time of the examination 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 timetable, where the Rules and Regulations for Examinations are printed.

5. EXAMINATION ANSWER SCRIPTS

(1) All work, including rough work, must be done on the examination answer script, answer book or papers provided. Candidates may not be given additional examination answer books for rough work. All used answer books, including spoiled answer books, are to be collected.

(2) Strict attention must 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 an examination question 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 *subregulation 5(2)* is applicable. Invigilators must 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, 1 of 1 (only one answer book was handed in), 2 of 3 (the second answer book of a total of 3).

(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 examination 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;

(b) the fact that no recognition will be given to examination answer scripts or any other answer sheets that candidates omit to hand in immediately upon conclusion of the examination session in the examination question paper concerned; and

(c) the number of questions to be answered.

(2) After the examination question papers have been distributed to candidates, the invigilator must ask candidates to go through the examination question paper with him or her, page by page, checking it against the certified copy, in order to ensure that:

(a) the number of each page is correct;

(b) the name of the examination question 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 examination question paper for the subject the candidate entered. An examination question paper is therefore not to be issued simply on a show of hands.

(4) Invigilators may not, on any account, read aloud any question or part of a question to a candidate, or draw attention to any error which he or she may have observed in any of the examination questions, unless an erratum has been included in the examination question paper. They may not respond to any enquiry from a candidate in a manner that could be regarded as an explanation of the question.

7. INVIGILATION SESSION

(1) Invigilators must ensure that candidates write their correct identity numbers/examination numbers on their examination answer scripts.

(2) Chalk-boards must be cleared of all writing and drawings. All drawings and maps must be removed from the walls.

(3) Each session must commence and be terminated 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 or her in the execution of his or her duties as an invigilator. Cellular phones may not be used by invigilators under any circumstances.

(5) An invigilator may not sit down, but must move about the examination room without disturbing the candidates.

(6) An invigilator may not assist a candidate with the answering of any examination question or explain any "unclear" part of the examination question paper to a candidate.

(7) An invigilator may not invigilate a subject which he or she teaches in any grade, except where the subject demands it, e.g. Information Technology, Computer Application Technology and Engineering Graphics and Design.

(8) Invigilators may not cause any disturbance.

(9) Invigilators may not leave the examination room or leave the candidates unattended.

(10) An invigilator may not invigilate from outside the examination room by looking through a window.

(11) Invigilators may not allow candidates to copy, or assist them, or allow candidates to be assisted by anyone during the examination.

(12) Copies of examination question papers may not be given to anybody outside the examination room, nor may they be taken out of the examination room 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. RELIEF INVIGILATION

(1) All invigilators invigilating sessions longer than two hours should be relieved for a maximum of 20 minutes.

(2) The Principal of the school or the chief invigilator acts as relief invigilator for the first six invigilators.

(3) One (1) relief invigilator may be appointed for each six invigilators or part thereof, for example:

1 - 6 invigilators: Principal of the school head or the chief invigilator;
7 - 12 invigilators: Principal of the school or the chief invigilator, + 1 relief invigilator.

9. PACKAGING OF THE EXAMINATION ANSWER SCRIPTS BY INVIGILATORS AFTER EACH SESSION

(1) Invigilators should:

(a) Check that candidates who were present, and who wrote the examination question paper, are marked present, and those who were absent are marked absent.

(b) Arrange the examination answer scripts that belong to a specific mark sheet in numerical order, in accordance with the examination numbers appearing on the mark sheet. For example, if there are hundred and fifty (150) candidates, there should be three (3) mark sheets and three (3) piles of examination answer scripts.

(c) Place the mark sheet that belongs to a specific pile of examination answer scripts on top of the pile of examination answer scripts.

(d) Wrap the examination answer scripts and the mark sheets and write the centre number, the subject, for example Home Language or First Additional Language, and the number of examination answer scripts on the wrapper.

(e) Make sure that all the examination answer scripts are handed in and that each parcel of examination answer scripts is accompanied by the relevant mark sheet.

(f) Deliver the examination answer scripts to the assessment body or the official responsible for the collection of the examination answer scripts. Examination answer scripts should be returned daily to the assessment body by the chief invigilator, or by a designated official.

10. DEALING WITH MARK SHEETS

(1) Mark sheets must be correctly completed by the invigilators on duty in the examination room and checked with the help of the chief invigilator. The following should be noted with regard to mark sheets:

(a) There must be at least one mark sheet for each subject written at a centre.

(b) Different mark sheets are provided for languages.

(c) If there are more candidates entered for the subject that can appear on one mark sheet further mark sheets, each with an own unique number must be created.

(d) The examination numbers of candidates should appear on the mark sheets.

(e) It is imperative that mark sheets be accompanied by the correct set of examination answer scripts.

(f) The only “writing” which invigilators should do on the mark sheet is the completion of the "absent or present" columns.

(g) All mark sheets must be returned to the provincial head office via the regional, district or circuit office concerned, even if none of the candidates wrote that particular examination question paper.

(h) Under no circumstances should any 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 has not been included with the examination question papers, this should be reported by the Principal of the school or by the chief invigilator to the assessment body.

(k) In instances where mark sheets are not included with the examination question papers, hand-written copies should be completed and submitted.

ANNEXURE J

RETURN OF EXAMINATION ANSWER SCRIPTS

1. Examination answer scripts should either be fetched from the examination centre by an assessment body official, or delivered to the assessment body by the chief invigilator or a representative.

2. A register should be kept at all points where examination answer scripts are being transferred. Officials involved in the transfer of examination answer scripts should sign this register, which should be kept at the regional or district office until the end of the examination and then transferred to the provincial head office.

3. Under no circumstances should examination answer scripts be kept overnight at an examination centre.

4. Examination answer scripts should also be sealed in a special envelope provided for this purpose, in order to prevent them from being tampered with.

5. When examination answer scripts are received at the assessment body where they should be checked against the relevant mark sheet, before being transferred to the marking centre. A record should be kept of all examination answer scripts transferred to the marking centre, and the marking centre manager must sign for the receipt of these examination answer scripts.

6. A bar code tracking system, using hand-held scanners, is recommended.

ANNEXURE K

APPOINTMENT OF MARKERS:
AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

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

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

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

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

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

(3) language competency; and

(4) in addition to the above criteria, preference should be given to serving teachers who are presently teaching the subject concerned.

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

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

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

ANNEXURE L

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, in consultation with the assessment body.

3. Chief examiners must submit detailed plans with regard to the marking procedure and with special emphasis on:

   (a) the flow of examination answer scripts through the marking teams;
   (b) the mechanisms for controlling the flow of examination answer scripts;
   (c) the moderation by senior markers;
   (d) the checking of totals;
   (e) The final mark is rounded down if the first decimal is less than 5 and rounded up if the decimal is 5 and above e.g. a final mark of 70,3 will be rounded down to 70 and a final mark of 70.6 is rounded up to 71.
   (f) the completion of mark sheets; and
   (g) the dispatching of completed examination answer scripts.

ANNEXURE M

DEALING WITH DISCIPLINE AND MISCONDUCT – EXAMINATION IRREGULARITIES

1. STRUCTURES FOR THE HANDLING OF IRREGULARITIES

(1) The National Examinations Irregularities Committee (NEIC)

The NEIC is a committee, established by the Minister, to support the provincial departments of education in ensuring that the credibility of the examination 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 NEIC will comprise the following persons:

(aa) Two representatives from the Department of Basic 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 Department of Basic Education's Legal Section.

(bb) One official from each of the provincial departments of education, nominated by the Head of Department.

(cc) One representative from each of the independent assessment bodies.

(ii) Additional members with observer status:

(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 teacher unions recognised by the Education Labour Relations Council (ELRC).

(iii) The members of the Committee, including the chairperson, will be appointed by the Director-General. The Minister will appoint the additional members with observer status, based on nominations from the respective organisations/institutions.

(b) Responsibilities of the NEIC

(i) The National Examinations Irregularities Committee will have jurisdiction over any alleged examination irregularity relating to, or occurring during the various stages of the assessment process. These include:

(aa) registration of candidates;
(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 examination;
(ff) marking of examination answer scripts;
(gg) capturing of marks;
(hh) standardisation of results;
(ii) the release of examination results; and
(jj) the certification process.

(ii) All decisions taken by the Provincial Examinations Irregularities Committees (PEICs), relating to irregularities in the above stages of the assessment process, will be subject to final ratification by the NEIC.

(c) Functions of the NEIC

(i) The NEIC will be responsible for co-ordinating, as well as supporting the PEICs in the handling of examination irregularities in their respective provinces.

(ii) The NEIC will co-ordinate, as well as support the Examinations Irregularities Committees of independent assessment 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 in the development of capacity relating to the

identification, investigation and reporting of examination irregularities;

(bb) supporting the provincial departments of education in the establishment of appropriate systems and structures for the handling of irregularities;

(cc) providing time-frames 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 these examination irregularities are finalised prior to the release of the results;

(dd) ensuring that all PEICs comply with the requirements relating to the submission of irregularity reports to Umalusi.

(ee) evaluating the reports on irregularities received from the PEICs and from the Examinations Irregularities Committee of independent assessment bodies, so as to ensure that the irregularities are dealt with appropriately;

(ff) reviewing the recommendations of the PEICs and the Examinations Irregularities Committee of independent assessment bodies relating to sanctions to be imposed, so that there is consistency in the severity of sanctions;

(gg) supporting the provincial departments of education in the handling of appeals submitted to the department;

(hh) assisting the provincial departments of education in identifying institutions that have recurring irregularities and establishing whether those institutions have sufficient credibility to be

registered as examination centres, and making recommendations on action to be taken; and

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

(2) The PEIC

(a) Each provincial education department must establish a PEIC.

(b) The PEIC must take responsibility for the handling of examination and assessment irregularities at provincial level.

(c) The Head of Department must appoint the members of the PEIC.

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

(i) Five officials who are in the employ of the provincial Department of Basic Education, are recommended to the Head of Department for appointment by the Provincial Examinations Board.

(ii) The provincial education department must include persons with competencies and expertise in the following areas:

(aa) the education system as a whole;
(bb) the examination system;
(cc) practising as a professional legal practitioner;
(dd) subject area specialisation, who will be co-opted as the need arises; and
(ee) labour relations.

(iii) In addition, the following persons will be appointed 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 that are active in the province, or recognised by the Education Labour Relations Council.

(iv) All members of the PEIC, as well as the chairperson, will be appointed by the Head of Department. Additional members with observer status will be appointed by the MEC.

(e) Jurisdiction of the PEIC

(i) The PEIC has jurisdiction over any alleged examination irregularities, relating to, or occurring during the following processes:

(aa) the compilation, monitoring and moderation of internal assessment;
(bb) the printing and distribution of examination question papers;
(cc) writing of the final National Senior Certificate examination;
(dd) the marking of examination answer scripts;

(ee) the processing and release of examination results; and

(ff) any other irregularities related to the examination.

(f) Functions of the PEIC

(i) The PEIC must investigate and make recommendations regarding appropriate action to the Head of Department, or his or her representative, 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 one or all processes with regard to assessment;

(cc) misconduct by chief invigilators, examination monitors or officials involved in the administration, running, management or monitoring of examinations;

(dd) misconduct by invigilators or any other person involved in the administration, management or monitoring of examinations at public or independent schools, or learning institutions, which are registered as examination centres with the relevant provincial education department;

(ee) examination irregularities involving candidates in public or independent schools, or learning institutions, which are registered as examination centres with the relevant provincial education department;

(ff) irregularities in the appointment of chief invigilators, invigilators, internal moderators, chief

examiners, chief markers, deputy chief examiners, deputy chief markers, senior markers, markers, monitors or administrative 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 the 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 the examination.

(ii) The PEIC may utilise the services of other officials from provincial education departments to conduct investigations and hearings. These officials will operate under the jurisdiction of the PEIC and will report to the PEIC.

(3) The Independent Examinations Irregularities Committee

(a) Such independent assessment body must establish an Examinations Irregularities Committee.

(b) The composition and functions of the Examinations Irregularities Committee, established by the independent assessment bodies, may be similar to that of the PEIC.

(c) The Examinations Irregularities Committee, contemplated in *subregulations (3)(a) and (3)(b)*, must handle and report all irregularities to the NEIC.

(4) School Assessment Irregularities Committee

(a) Each school must establish a School Assessment Irregularities Committee (SAIC) whose composition and functions will be determined by the provisions of the policy of the assessment body.

(b) The SAIC must be established by the school principal, subject to the approval of the Head of Department or an official delegated by the Head of Department. This committee will ensure the credibility of internal assessment and examinations conducted at school, by co-ordinating the handling of irregularities and ensuring a consistent approach in the handling of irregularities.

(c) The SAIC must consist of the following persons:

(i) The district official serving the school should be the chairperson of the SAIC.
(ii) The School Principal.
(iii) One person from the School Management Team (SMT).
(iv) One person from the teaching staff who is not a member of the SMT.
(v) One member of the School Governing Body (SGB).

(d) One District official nominated by the District Manager will serve as the ex-officio member of SAIC.

(e) In addition, one representative from each of the teacher unions recognised by the ELRC, will be nominated as observers.

(f) All members of the SAIC will be appointed by the District Manager.

(g) The duration of the term of office of the SAIC will be three years.

(h) All vacant posts must be filled and approved by the Head of the District Manager or his or her delegate.

(i) The jurisdiction of the SAIC:

(i) The SAIC will have jurisdiction in any alleged internal assessment irregularities.

(ii) These irregularities may occur during the various stages of the internal assessment process, which includes:

(aa) Compilation of internal assessment marks.

(bb) Monitoring and moderation of internal assessment.

(iii) Conditions under which educators conduct internal assessment.

(iv) Conditions under which learners are internally assessed.

(v) Capturing and processing of data in respect of internal assessment.

(vi) Any other irregularity related to internal assessment.

(vii) Setting and moderating of internal assessment question papers

(k) The functions of the SAIC

(i) The SAIC must -

(aa) Work closely with the examination official based at the District offices in respect of all internal assessment irregularities that could occur at all stages.

(bb) Investigate all irregularities by educators in the internal assessment process.

(cc) Investigate all internal assessment irregularities by any other person involved in internal assessment processes.

(dd) Investigate all irregularities committed by learners during the internal assessment process.

(ee) Investigate any other internal assessment irregularity as and when requested by the district/regional director or his or her nominee.

(ff) Report all internal assessment irregularities to the PEIC.

(l) Irregularities relating to internal assessment and Practical Assessment Tasks that may be handled by the SAIC:

(i) Irregularities involving candidates during internal assessment and the conduct of Practical Assessment Tasks, may include the following:

(aa) A candidate who refuses to abide by any or all of the minimum requirements in respect of the

compilation of a mark for internal assessment in a subject, with no valid reason;

(bb) A candidate who presents work that is not his or her original work. This may take various forms and may include the following:

(aaa) Copying verbatim from another source. In this case, if the teacher is suspicious and has evidence of sections or the complete assignment or project being lifted verbatim from another source, this must be declared an irregularity;

(bbb) An assignment/project that is not his or her own effort. This may have been completed by another learner, his or her parent, or purchased;

(ccc) Reproduction of an assignment or project from another learner and there is evidence of such copying;

(ddd) Work that has been previously presented and for which marks were awarded, which could either be his or her own effort or that of another individual;

(eee) The whole or part of a portfolio that is not his or her own, but that of another learner from the same school/learning institution or another school/learning institution; and

(fff) A candidate who resorts to any dishonest act to mislead the educator in terms of the authenticity/originality of the portfolio presented.

(cc) A candidate who, in respect of a component of a mark for internal assessment or Practical Assessment Tasks that is completed under controlled conditions does the following:

(aaa) Creates a disturbance or intimidates others, or behaves in an improper or unseemly manner despite a warning;
(bbb) Is drunk or behaves in a disorderly manner;
(ccc) Disregards the arrangements or reasonable instructions of the educator despite a warning; or
(ddd) Continues to disregard assessment regulations despite a warning.

(dd) A candidate making a false statement in respect of the authenticity of a particular component of the mark for internal assessment.

(ii) Irregularities involving teachers and other assessment officials during internal assessment or Practical Assessment Tasks may occur during the following stages at the school or learning institution:

(aa) The compilation of the mark for internal assessment and Practical Assessment Tasks;
(bb) The monitoring or moderation of the mark achieved in respect of internal assessment and Practical Assessment Tasks;
(cc) The capturing and processing of data; and

(dd) Investigations in respect of suspected internal assessment or Practical Assessment Tasks irregularities.

(iii) The assessment irregularities may include the following:

(aa) The teacher willfully 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 willfully provides assistance to a learner that advantages a learner unfairly in comparison to other learners; and

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

(m) Reporting

The SAIC must report all internal assessment irregularities, in writing, to the Provincial Examinations Irregularities Committee (PEIC), within seven days of the alleged irregularity. In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report on conclusion of the investigation.

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 ASSESSMENTAND PRACTICAL ASSESSMENT TASKS

(1) Candidates

(a) Irregularities in respect of internal assessment, and involving candidates, may occur via administrative errors or omissions, or they may 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 and Practical Assessment Tasks.

(iii) A candidate who, in respect of any component of a mark for internal assessment, completed under controlled conditions, is guilty the following:

(aa) continues to create a disturbance or intimidate others, or behave in an improper or unseemly manner, despite a warning;
(bb) drunk or disorderly conduct;
(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 any part of the internal assessment in a subject, or the internal assessment mark for the subject as a whole.

(2) Examination officials

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

(i) Educators, such as teachers or Principals at schools or learning institutions, or staff members from Professional Support Services or related directorates, or circuit managers, whose normal job description automatically incorporates such duties.

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

(iii) Administrative staff members whose duties include work being done in respect of examination, certification and accreditation.

(iv) Administrative staff members in the immediate employ of an independent school or learning institution, registered as an examination centre with the relevant provincial education department who, in the performance of examination duties, are acting under the jurisdiction of the relevant provincial education department.

(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) An investigation in respect of suspected internal assessment irregularities.

(vi) The assessment irregularities may include the following:

(aa) The teacher wilfully and intentionally, without any 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 gives such learner an unfair advantage compared to other learners.

(dd) The teacher collaborates with a candidate who presents an entire portfolio or part thereof, which is not his or her own work.

4. IDENTIFICATION OF EXAMINATION IRREGULARITIES IN RESPECT OF THE NATIONAL SENIOR CERTICATE EXAMINATION

(1) Examination irregularities, caused by administrative errors and omissions

(a) Administrative errors and omissions include:

(i) Failure of the candidate to produce an identity document (as opposed to a fraudulent identity document).

(ii) Failure of the invigilator to check identity documents.

(iii) Late delivery of examination question papers at an examination centre.

(iv) An incorrect or no examination number.

(v) The examination number not appearing on the mark sheet.

(vi) An examination answer script that is damaged.

(vii) An examination answer script that is found amongst examination answer scripts from another examination centre or a different subject.

(viii) Examinations conducted at an examination centre other than the examination centre where the candidate is registered.

(ix) An examination answer script that is lost or missing.

(xi) Any other technical difficulty or problem with either examination answer scripts, answer sheets or proceedings.

(2) Examination irregularities involving candidates, arising from behavioural offences or wilful disobedience with regard to 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.

(iv) Disregard for examination regulations, despite a warning.

(v) The non-disclosure of, or refusal to hand over a cellphone or any other material.

(3) Examination irregularities involving examination officials

(a) Examination irregularities in respect of the examination could be committed by:

(i) educators, such as teachers or Principals at schools, or staff members 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, registered as an examination centre with the relevant provincial education department who, in their performance of examination duties, are acting under the jurisdiction of the relevant provincial education department;

(iii) administrative staff members whose duties include work being done in respect of examinations, certification and accreditation; and

(iv) administrative staff members in the immediate employ of an independent school or, registered as an examination centre with the relevant provincial education department who, in the performance of examination duties, are acting under the jurisdiction of the relevant provincial education department.

(b) Examination irregularities may be identified at any of the following stages:

(i) Registration of candidates.

(ii) Appointment of examiners and internal moderators.

(iii) The setting, as well as the internal and external moderation of the examination question papers.

(iv) Editing, proof-reading, translation and final approval of examination question papers.

(v) Printing, packaging and storage, as well as the distribution of examination question papers to examination centres.

(vi) The setting, moderation, translation or editing of external examination question papers.

(vii) The typing, printing, packaging, distribution, collection or delivery of external examination question papers or examination answer scripts.

(viii) Checking of examination answer scripts by assessment bodies, and the distribution of examination answer scripts to marking centres.

(ix) Invigilation and monitoring.

(x) Marking.

(xi) Data capturing and processing.

(xii) The release of examination results.

(4) Irregularities that may occur during the conducting of the examination

(a) Examination irregularities, identified during the writing of the examination, may be classified as follows:

(i) Candidates misbehaving or wilfully disobeying regulations or instructions issued during an examination.
(ii) Candidates engaging in dishonest acts during the examination process.
iii) Department officials/teachers contravening the legislation in terms of the conducting of the National Senior Certificate examination, so as to give candidates an unfair advantage/disadvantage in the examination.

(b) The above categories of examination irregularities include:

(i) creating a disturbance, 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) Candidates engaging in dishonest acts during the examination process include acts that are identified before the commencement of the examination, as well as acts that are identified while the examination question paper is being written.

(d) Acts by candidates or officials 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 examination question paper.
(v) Possession of unauthorised examination material, such as equipment.

(e) Acts that are identified while the examination question paper is being written, include the following:

(i) Possession of notes or any other unauthorised material that could, in any way, assist them in the answering of questions related to the subject matter.
(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) An examination question paper written by another or a 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 an unfair advantage to a candidate and thereby prejudicing other candidates.
(x) The use or possession of a cellphone, programmable calculators or any other electronic device that may be of

assistance to the candidates while writing the examination, except where the examination instructions specify otherwise.

(xi) Any other action that is in contravention of the relevant legislation.

(f) Acts that are identified while examination answer scripts are handed in or marked, include the following:

(i) The examination answer script handed in is different to the one issued by the invigilator.

(ii) Different sets of handwriting are identified in an examination answer script.

(iii) Two examination answer scripts are submitted for one candidate.

(iv) Crib notes that are discovered.

(v) There are no crib notes, but there is clear evidence of copying.

(vi) Evidence of possible assistance by an invigilator.

(vii) Indications that the candidate has been allowed to write the examination as an "open book" examination, although this was not included in the instruction to the invigilator.

(viii) Answers that are identical or too similar to the memorandum.

(ix) An answer script, or any part thereof, being removed from the examination room and submitted later.

(x) An examination conducted outside the examination room or examination centre, without prior authorisation.

(g) If, at any of the stages relating to the writing of the examination, there should be evidence that there has been a contravention of the

relevant legislation on the part of examination officials involved in these processes, which could result in an unfair advantage to a candidate writing the examination, this must be declared an irregularity.

(5) Irregularities that may occur during the marking process

Irregularities during the marking process relate to irregularities identified by markers of examination answer scripts, and any other acts committed by examination officials and markers, which are in contravention of the national and provincial regulations.

(6) Irregularities committed by examination officials or markers

(a) Any evidence indicating that an examination official or a marker has engaged in the following acts, 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) An appointed marker is found to have made a false statement in his or her application.

(iii) Markers who are not adhering to prescribed policy and the requirements for marking.

(iv) Misbehaviour by a marker at a marking venue or at the place of accommodation for markers.

(v) Any action that indicates wilful intent to misplace or destroy the examination answer scripts of a candidate or candidates.

(vi) The removal of examination answer scripts from the marking centre.

(vii) Awarding of marks to candidates that cannot be justified by the evidence on the examination answer script or the memorandum.

(viii) Manipulation of the marks, so as to unfairly advantage or disadvantage a candidate or candidates.

(ix) Any other act that is in contravention of these regulations.

(x) Any attempt of assisting a candidate that may result in an unfair advantage.

(7) Irregularities identified by markers

(a) Irregularities identified by markers at marking centres, include the following:

(i) The examination answer script handed in is different from the one issued by the invigilator.

(ii) Different sets of handwriting are identified in an examination answer script.

(iii) Two examination answer scripts, written by two different candidates, are submitted with the same examination number.

(iv) Crib notes discovered in the examination answer script.

(v) There are no crib notes, but there is clear evidence of copying.

(vi) Evidence of possible assistance by an invigilator.

(vii) Indications that the candidate has been allowed to write the examination in terms of an "open book" examination.

(viii) Answers that are identical or too similar to the memorandum.

(8) Irregularities that may occur during the capturing process, during standardisation, the release of results, the issuing of statements and during the certification process

(a) A contravention of these regulations at any of the stages relating to the capturing, processing, standardisation, release of the 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 are as follows:

(i) Negligence.

(ii) Indolence.

(iii) Failure to abide by relevant legislation or policies or regulations.

(iv) The unauthorised release of sensitive/confidential information.

(v) Misuse of authority for private gain or reward.

(vi) Unauthorised access to examination data or subject credits.

(vii) Failure to verify information accurately on certificates and qualifications.

(viii) Any act by a candidates or official, which may give the candidate concerned, an unfair advantage.

(c) It is the duty of the examination official or the systems administrator or the service provider responsible for these functions, to ensure the accuracy of the examination data that is provided. Any data being presented that is inaccurate, must be regarded as an irregularity.

(d) The provision of examination data to any institution or individual, without the approval of the Director-General or Head of Department, or his or her representative, constitutes an irregularity.

5. ASSESSMENT IRREGULARITY PROCEDURES

(1) Procedures in respect of internal assessment candidates

(a) Internal assessment irregularities involving candidates must be dealt with at school or learning institution level, by the SAIC, in accordance with the policy provided by the provincial departments of education. Serious cases may be referred to the regional or PEIC.

(b) Where a 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 failure to comply, the candidate must be allowed the opportunity to redo the task; or

(ii) where impractical, the mark for that particular component of the internal assessment mark should not be taken into consideration.

(c) Where a candidate does not comply with the minimum requirements for internal assessment for a subject, without a valid reason, a "0" (zero) mark is recorded and used in the compilation of the mark for the particular component, or for internal assessment as a whole (as may be applicable).

(d) 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 pertaining to assessment officials

(a) All alleged irregularities in respect of internal assessment, involving examination officials, must be reported by the head of the institution to the provincial Head of Department or his or her representative. Recurring cases must be reported to the NEIC.

(b) Suspected internal assessment irregularities involving teachers, constitute an act of misconduct and must be dealt with in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998).*

(c) Suspected internal assessment irregularities, involving assessment officials employed in terms of the *Public Service Act*, constitute 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 representative, provided that

substantial evidence in respect of the alleged irregularity exists, may:

(i) immediately suspend the services of a suspected defaulting official with regard to marking, 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 event of independent schools or learning institutions registered as examination centres with the relevant provincial education department, the Head of Department or his or her representative may 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 representative may immediately suspend an examination official from undertaking assessment-related activities, or suspend an examination official who contravenes any of these regulations, and the matter must be dealt with in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* or in terms of *the Public Service Act,* or in terms of any other relevant legislation.

(b) Examination irregularities, identified as having occurred prior to the examination question paper being written, may include the leakage of the examination question papers.

(i) The first step in such an event is to determine the extent of the leakage; which must be determined by the PEIC or by a team delegated by the PEIC.

(ii) In the event of the leakage of a national examination question paper, the Director-General of the Department of Basic Education and the Minister of Basic Education should decide on the most appropriate course of action.

(iii) The PEIC must institute a full investigation, in order to ascertain the source of the leakage. The South African Police Services (SAPS) and other investigation experts may be included in the investigation process.

(iv) Any other examination irregularity, identified prior to the writing of the examination question paper, which may impact on the integrity of the examination, must be dealt with prior to the examination question paper being written.

(4) Procedures in respect of Examination Irregularities identified during the conducting of examinations

(a) The Head of Department or his or her representative may immediately suspend an examination official from undertaking any examination-related activities, or suspend an official who contravenes any of these regulations, and the matter must be dealt with in terms of the *Employment of Educators Act, 1998 (Act No.*

76 of 1998) or in terms of *the Public Service Act,* or in terms of any other relevant legislation.

(b) Examination irregularities, arising from misconduct or disobedience with regard to 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, in writing, 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 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 examination 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 SAPS for assistance.

(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 to the candidate.

(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, as well as the candidate's representation and a written account of events or any statement or exhibit, to the PEIC.

(c) In the event of examination irregularities being identified while the examination question paper is being written, the following procedure should apply:

(i) The invigilator must remove the candidate's examination answer script and write the word, "IRREGULARITY", on the front outside cover page, as well as the kind of irregularity, and the date, time and place of the irregularity.

(ii) The words, "Examination answer script confiscated on…at…hours", must be written, in bold print, on the outside front cover page.

(iii) The invigilator must take possession of any unauthorised or incriminating material, such as notes, or any other object used directly or indirectly, or found in the possession of the candidate, which may have been used to commit the irregularity. By bringing the unauthorised material into the

examination room, the candidates should take responsibility for the resulting implications.

(iv) Such material must be attached to the confiscated examination answer script, which then becomes the property of the relevant provincial education department, and neither the candidate nor his or her parent(s) or guardian(s) has/have the right to demand its return.

(v) The invigilator must then hand 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 being allowed to continue with the examination, does not serve as a condonation of his or her contravention of the 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 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 report, in writing, to the chief invigilator regarding the irregularity.

(ix) The candidate, following the completion of the examination, must be confronted about the irregularity and requested to provide a written declaration or response to the alleged offence.

(x) Should the candidate refuse to submit the required written declaration or to provide a response, this refusal must be confirmed in writing by the invigilator. The candidate must then sign the invigilator's written statement.

(xi) Should the candidate refuse to comply with *subregulation (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.

(xii) The examination 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 event of examination irregularities relating to the marking process, as contemplated in *subregulation 5(4), 5(5) and 5(6)*, which are committed by examination officials, the Head of Department or his or her representative may immediately suspend an examination official who contravenes any of these regulations, and the matter must then be dealt with in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* or in terms of *the Public Service Act,* or in terms of 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 be reported immediately to the senior marker, the deputy chief marker or the chief marker, who then refers it to the centre manager. The matter is then referred to the Head of Examinations and the PEIC.

(ii) Examination answer scripts in which alleged examination irregularities were identified, must be marked as usual. The word "IRREGULARITY" must be written in red ink on the front cover, along the margin.

(iii) These examination answer scripts must then be handed in, together with the other examination answer scripts and completed mark sheets, for the attention of the senior marker, the deputy chief marker, or the chief marker. The marks of the suspect candidate must be entered onto the mark sheet, with an indicator stating "Irregular".

(iv) Where an examination answer script is found amongst those from another examination centre, or where a candidate has been writing the examination at an examination centre other than the examination centre where originally registered, the first examination centre must then contact the examination centre at which the examination should have been conducted, and arrange, via the regional office or area project office, for the transfer of the candidate's examination answer script.

(v) Where an examination answer script is lost, the matter must be referred to Umalusi to decide upon the most appropriate course of action, as this constitutes an irregularity.

(vi) If the senior marker agrees with the finding of the marker, he or she must clearly indicate the location of the examination irregularity on each examination answer script and hand the whole batch of examination answer scripts over to the relevant deputy chief marker or to the chief marker.

(vii) Where the senior marker disagrees with the findings of the marker, the examination answer script should be handed to the deputy chief marker or to the chief marker for a second opinion. If the deputy chief marker or the chief marker concurs with the senior marker, the examination answer script must be returned to the marker for normal processing.

(viii) If the suspected examination irregularity is confirmed by the deputy chief marker or the chief marker, the prescribed irregularity report must be completed and forwarded, together with the evidence, to the Head of Examinations and the PEIC.

(6) Procedures in respect of irregularities that occur during the capturing, processing, standardisation, release of the results and certification processes

(a) The Head of Department or his or her representative may immediately suspend an examination official from examination-

related activities, or suspend an examination official who contravenes any of these requirements, and the matter must then be dealt with in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* or in terms of *the Public Service Act,* or in terms of any other relevant legislation.

(b) All irregularities relating to the above processes must be reported immediately to the PEIC and to the Head of Examinations.

(c) Confidentiality and security of information must be enforced. Any breach in this regard must be considered an examination irregularity.

(7) Procedures in respect of investigations

The following procedure must be followed in respect of an investigation:

(a) A minimum of two members of the PEIC or two departmental officials, delegated by the PEIC, must be involved in all investigations.

(b) The PEIC may call upon any official in the service of the relevant provincial education department, or any candidate or candidates 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.

(c) The PEIC or the delegated officials may also call upon any person, not in the immediate employ of the relevant provincial education department, but who falls under its jurisdiction, to appear before the PEIC or the two-person team delegated to carry out this

function, and it may also question any such person during the normal course of an investigation.

(d) The PEIC and the delegated officials have access to any room or place at any school registered with the relevant provincial education department as an examination centre, and may scrutinise or take possession of any document, article or any other evidence which, in the opinion of the PEIC, may facilitate the investigation.

(e) In cases of serious misconduct, the relevant provincial education department should reserve the right to report such cases to the relevant state security agents with a view to a criminal investigation.

(f) All investigations undertaken by the PEIC or by the delegated officials, regardless at what level, must be clearly documented or minuted, should it take the form of a meeting.

(g) The findings of an investigation must be submitted to a full sitting of the PEIC, which must then take a decision as to whether a hearing must take place or not.

(h) 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 said investigator cannot be impartial.

(8) Procedures in respect of hearings

Should the relevant irregularity committee decide that a hearing must be held, such hearing must be held in terms of the following procedure:

(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 involved in the alleged examination irregularity, or to the parent or guardian in the event of candidates being under the age of 18, as well to the Principal or centre manager of the institution. The following procedure must be followed:

(aa) The written notification must be forwarded either by registered mail or be delivered to a particular individual who must acknowledge 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 with contacting the candidate. If the Principal or centre manager of the institution is unable to contact the candidate, he or she must accordingly inform the secretary of the PEIC in writing. The inability to make contact with the candidate concerned, or with his or her parent or guardian or representative, should not unnecessarily delay the processing of the irregularity.

(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 10 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 a declaration, which must be forwarded to the secretary of the PEIC within 10 working days of being notified of an irregularity investigation.

(ff) In the event where a candidate is under 18 years of age, the candidate may be accompanied by his or her parent or guardian, the school principal, or any other representative.

(gg) Should the candidate or his or her parent or guardian choose to make use of legal representation during the hearing, this will be allowed and the chairperson of the PEIC must be so informed at least three (3) working days prior to the scheduled hearing.

(iii) All hearings must be recorded and the recording must be kept until the matter has been finalised.

(iv) The findings of a hearing must be submitted to a full sitting of the PEIC, by the persons involved in the hearing process.

(v) Decisions and consequent recommendations by the PEIC, as approved by the Head of Department or his or her representative, 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

(a) The relevant Irregularities Committee may impose the sanctions contemplated in these regulations.

(b) Mandatory minimum periods of sanction may be imposed by the PEIC or the NEIC, upon finding the offender guilty of an irregularity. The reason for the stipulation 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, it is to combat and reduce the frequency of irregularities.

(c) There may be cases where the PEIC or the NEIC is of the opinion that, considering the specific circumstances of the case, the imposition of one of the minimum periods of sanction would be very harsh and unjust. The Committee may, however, be freed from the obligation of imposing the minimum period of sanction should there be “substantial and compelling circumstances”, which

justify the imposition of a lesser punishment than the prescribed one.

(10). Irregularities involving candidates:

No.	Irregularity	ACTION TO BE TAKEN OR APPLICABLE SANCTIONS
(a)	Failure to produce identification documents	• The candidate must be allowed to write the examination, but must produce the identification document within 24 hours or, alternatively, provide an affidavit. • Should the candidate fail to produce the identification document or the affidavit within 24 hours, he or she will not be allowed to continue with the next examination session.
(b)	Incorrect examination number or no examination number	• The assessment body must use all available means to establish the correct examination number and this number must then be verified with the school or the candidate concerned.
(c)	Late arrival at the examination centre	• A candidate must not be admitted to the examination room should he or she arrive after the first hour of the commencement of the examination. • A candidate who arrives within the first hour of the commencement of the examination must be allowed into the examination room, but will not be allowed any additional writing time.

(d)	Examination answer script missing or lost by the assessment body	• After all possible steps to locate the examination answer script have been exhausted, a report in this regard must be submitted to Umalusi. Based on the report, Umalusi will officially declare the examination answer scripts missing and request the assessment body to determine a calculated mark in accordance with Umalusi guidelines. The final calculated marks must be submitted to Umalusi for approval
(e)	Candidate found in possession of unauthorised material during the examination	• The candidate's results for that examination question paper is declared null and void • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations. • If the unauthorised material is not related to the subject being written, the candidate is issued with a written warning, which will be taken into consideration should he or she be found guilty of a future offence.
(f)	Candidates found in possession of an unauthorised electronic device during the examination	• The candidate's result for that examination question paper is declared null and void. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations.

(g)	Candidate caught copying or obtaining help from a fellow-candidate	• The results of the candidate caught copying may be declared null and void for that examination question paper. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations. • If there is evidence of collusion, the candidate offering the assistance must also be sanctioned as indicated above.
(h)	Candidate assisting another candidate during the examination session.	• As in (e)
(i)	Presentation of fraudulent identification or an imposter	• The candidate's result for that examination question paper must be declared null and void. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations. • In addition, this matter must be reported to the SAPS.

(j)	Assistance to a candidate, provided by an invigilator, a teacher or principal, or any other official	• In the event of the candidate being found guilty, the results for that examination question paper may be declared null and void. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations. • In the case of the invigilator, teacher or principal, it must be regarded as an act of misconduct. The official must be suspended immediately from all examination-related work, and be dealt with in terms of the relevant legislation. • This must also be reported to SAPS.
(k)	Handwriting of a different person on the examination answer script	• As in (e)
(l)	Two examination answer scripts with the same examination number	• If the act was unintentional, the examination numbers must be corrected and the results of the candidates concerned must be released. • If the action was intentional or deliberate, the results of the guilty candidates must be declared null and void for that examination question paper. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations.

(m)	Crib notes discovered in examination answer scripts at the marking centre	• As in (e)
(n)	An examination answer removed from the examination room and submitted at a later stage	• The examination answer script must be marked as normal, pending the outcome of the investigation. • In the event where the candidate is found guilty, the results for the examination question paper concerned must be declared null and void. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations.
(o)	Submission of work that is not candidate's own work.	• The person who submits work that is not his or her own, may have his or her results for that examination question paper declared null and void. • The candidate may be barred from a minimum of one and a maximum of three subsequent examinations, excluding the supplementary examinations. • If there is evidence of collusion, the candidate offering the assistance must also be sanctioned as indicated above.

(p)	Leaked/stolen examination question paper	• This must be regarded as a criminal case and be referred to the SAPS. • In the event where it can be proven that specific candidates have stolen an examination question paper prior to it being written, the guilty candidates must be barred from writing the examination for a period of (3) to five (5) years, from the date of the offence. • The results obtained for the subject should be declared null and void.
(q)	Bribery or attempted bribery	• This must be regarded as a criminal case and be referred to the SAPS. • In the event where the candidate is found guilty, the candidate must be barred from writing the examination for a period of three (3) to five (5) years, from the date of the offence. • In the event where a teacher or a departmental official is involved, this must be regarded as an act of misconduct and must be dealt with in terms of the relevant legislation.

(r)	Creating a disturbance, intimidation and drunkenness, disregarding the arrangements and/or the reasonable instructions of the invigilator	• The candidate must be warned and, if he or she persists with the behaviour or action, the candidate must be removed from the examination centre. • The candidate then forfeits the opportunity to write or to continue writing that specific examination question paper. • Where the candidate has commenced with the examination, the marks attained will be declared null and void. • The candidate retains the marks awarded for the other components in the subject, and the results are released as such. • Criminal charges may be instituted.
(s)	Resulting of a candidate who is irregular in an eight and ninth subject:	• Where a candidate is irregular in any component of the subject, the result for the subject will be declared null and void and the candidate must redo the entire subject. The candidate will receive the subject results for the subjects where there is no irregularity and will not receive the overall result until the period of the sanction has expired and the candidate satisfies the minimum requirements for the National Senior Certificate. • Where a candidate is irregular in the eight or ninth subject, the candidate will receive the subject results in the subject/s where there is no irregularity. The candidate will not receive the overall result relating to the qualification.

(11) Appeals

(a) Should the candidate or his or her parent or guardian be dissatisfied with the way the hearing has been conducted, an appeal may be lodged to the Head of Department via the channels provided by the relevant provincial education department.

(b) A candidate may appeal to the MEC against the decision of the Head of Department within 14 working days of receipt of the written pronouncement of the judgement or sanction, if the candidate was present at the hearing.

(c) All appeals must be in writing and must include reasons in support of the appeal.

(12) Reporting of irregularities

Reporting of examination irregularities is categorised into two components. The first component relates to reporting of the irregularity from the venue of identification, to the relevant officials at the assessment body, and the second component relates to the reporting of the irregularity to the external role-players, by the Head of the assessment body.

(13) Internal reporting

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

(14) External reporting

(a) All assessment bodies must report all examination irregularities to Umalusi, the Director-General and the Head of independent assessment body within 48 hours of the identification of such irregularities. This may be done telephonically, but it must be followed with a written report within 48 hours.

(b) The Director-General, the Head of independent assessment body and Umalusi will provide the format of the report. Reporting the irregularity can differ, depending on the nature of the irregularity.

ANNEXURE N

MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

1. Browse information on files: Must enable the user to browse through information available on all data files, e.g. look through the names of candidates registered at a specific centre, in order to find a candidate's ID number.

2. Entries: Candidates' entries are registered per examination by means of electronic/magnetic media, or directly within the on-line environment. Full candidate validation takes place in accordance with the rules and regulations, as set out by the Department of Basic Education.

3. Mark sheets: The generation of mark sheets, as well as the capturing and controlling of mark sheets. The mark sheets are furthermore printed with bar codes for controlling the flow of mark sheets at strategic points.

4. Examination results: All results are processed by computer programme, in accordance with the rules and regulations, as set out by the Department of Basic Education.

5. Standardisation of marks: A process used to adjust the marks, using qualitative and quantitative data and reports.

6. Subject information: All subject and examination question paper information is carried forward from the previous examination and, where required, changes are made. Subject information has a direct influence on the validation of candidates' entries, candidates' promotion, as well as on conversion, examination packing procedures, timetables, letters of admission, etc.

7. Irregularities: Candidates found guilty of irregularities are suspended individually or per examination centre. This sub-system controls the correspondence with regard to, and investigations into these irregularities.

8. Region, area, circuit or examination centres: All examination centres are registered and allocated to a circuit, area and region, as well as according to their respective provinces.

9. Candidates' documentation history: The names of candidates, who enter on a continuous basis and apply for certification, are processed along with their historical information for possible certification.

10. Document issuing and issues: Control and enquiries with regard to all documents issued by the Department of Basic Education via the computer system.

11. Preliminary number of candidate entries: It is an optional system that can be used by management to gauge the number of candidate entries per school, with a view to planning, budgeting and stationery requirements.

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 candidates that qualify for supplementary examinations.

15. Stationery and examination aids: Checking of codes and descriptions used by candidates during examinations.

16. Examination question paper stock maintenance: Used to monitor the reproduction of examination papers and to pinpoint shortages.

17. Packaging of stationery/examination question papers: Reports are generated to assist with the packaging and distribution of examination question papers, as well as with examination stationery supplied by the Department.

18. Statistics: All statistics pertaining to pass and failing rates, entry irregularities, etc., can be extracted per province, per region, or at a national level, and made available for the purpose of media releases, or for use by subject advisors, planners and management.

19. Timetable: Dates, times and the duration of each examination 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 pertaining to irregularities, examination results, candidate entries, etc.

22. Examination marking claims: Control and payment of examiners for bulk marking sessions by means of a cheque or direct payment.

23. Hand claims: Indirect payment of examiners' claims and expenses incurred by means of a cheque or direct payment.

24. SANMED functions: Updating of sectors and magisterial codes per examination centre for statistical purposes, for use by the Department of Basic Education.

25. Invigilators' claims: Payment of invigilators' claims and expenses incurred by means of a cheque or direct payment.

26. Examination question papers (setting of papers): Checking the setting of examination question papers and the 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.

ANNEXURE O

EXAMINATION BOARDS

1. NATIONAL EXAMINATION BOARD

(1) Objective of the National Examination Board (NEB)

The National Examination Board (NEB) will advise the Minister of Basic Education on all matters relating to public examinations and assessment, based on the consolidated inputs from the nine provincial examination boards. The NEB does not replace the Provincial Examinations Board (PEB) but will work in collaboration with the PEBs.

(2) Functions of the National Examination Board

In order to ensure the credibility and integrity of the Public examination system, the NEB will perform the following functions:

(a) Advise the Minister on policy and related matters on national examinations and assessment.
(b) Address all matters of public concern relating to examinations conducted for schools, FET Colleges and Adult Education.
(c) Advise the Minister on mechanisms that need to be adopted to improve public confidence in the examination system.
(d) Advise the Minister on matters that have international implications on the examination system.
(e) Deal with all examinations and assessment matters referred to it by the Minister.

(f) Consolidate the inputs from the Provincial and Independent Examination Boards, so as to regularly brief the Minister on the issues that relate to examinations across the country.

(3) Composition of the Committee

(a) The Board will comprise the following persons:

(i) Chairperson of the National Examination Board appointed by the Minister.
(ii) One representative from each of the Provincial Examination Boards (9), which will be the chairperson of the PEB.
(iii) One (1) representative from each of the independent assessment bodies.
(iv) Two (2) representatives from the Department of Basic Education appointed by the Minister.
(v) One (1) representative from the Higher Education South Africa (HESA).
(vi) One (1) representative from the South African Qualifications Authority (SAQA).
(vii) One (1) representative from Umalusi.
(viii) One (1) representative from each of the recognised teacher unions.
(ix) One (1) representative from the South African College Principal's Organisation (SACPO).
(x) One (1) representative from the ABET Advisory Board.

(b) The Chief Directorate National Examination, Assessment and Educational Measurement will serve as the secretariat to the NEB.

(c) The Minister may appoint additional members, as and when the need arises.

(d) All members of the board together with the chairperson will be appointed by the Minister, based on nominations received from the respective organisations/institutions. The call for nominations will be published in a Government Gazette.

(4) Term of office

The term of office for membership shall be three years or of such a term as shall be determined by the Minister. In the event of a serving member being replaced for whatever reason, the newly appointed member shall serve on the Board for the remaining period that the previous member would have served on the Board. Members of the Examinations Board, will be bound by an obligation of confidentiality and a member may be reappointed when his or her term of office expires.

(5) Chairperson

The Minister will appoint the chairperson of the National Examination Board. The chairperson may be appointed from the list of ordinary members appointed to the Board, or may be appointed by the Minister from outside the current list of nominations. If the Minister appoints the chairperson from the list of members, the organisation or institution from which the chairperson has been appointed, will be entitled to nominate another representative, in lieu, of the appointed chairperson.

(6) Termination of membership

(a) If members are unable to attend a meeting, a written apology must be sent to the secretary of the meeting prior to the scheduled meeting.

(b) In the event of a member being absent from two consecutive meetings of the NEB without an apology or an acceptable reason, his or her membership must forthwith be terminated and the member must be advised accordingly.

(c) The Minister may terminate the membership of a member of the NEB if he or she acts wilfully in contradiction to the spirit and objectives of the NEB.

(d) All resignations must be submitted in writing to the Minister.

7. Vacancies on the Board.

If a vacancy arises on the NEB the Minister will fill such a vacancy on the basis of nominations received for the specific category, in which the vacancy exists.

8. Meetings

(a) The National Examinations Board must meet as the need arises, but must hold a minimum of two ordinary meetings annually.

(b) There shall be one (1) meeting preceding the end of the year examination to determine the state of readiness to conduct such an

examination. There shall also be another meeting after the end of the year examination to discuss the examination results.

(c) The Chairperson of the Board has the power to call meetings of either the full board or selected members of the Board, as he or she deems necessary.

9. Quorum for a meeting

(a) A minimum of 51% of the membership constitutes the quorum.

(b) The quorum is also applicable with respect to ad hoc committees and working groups.

(c) If a quorum of the NEB is not present, the chairperson may re-convene the meeting within 14 days.

10. Procedure for a meeting

(a) Conventional procedures for a meeting must apply to meetings of the National Examinations Board, its *ad hoc* committees and working groups.

(b) The Secretary of the NEB must give notice 14 days prior to the meeting and keep a record of the names of members attending the meeting.

(c) Ordinary meeting agenda items must be requested by the secretary in writing 30 days before a meeting and received within ten days thereafter, except for urgent matters which may be included on the

agenda at a meeting, provided that no member registers an objection.

(d) For special meetings, notice of seven days is required, specifying the agenda for the Examinations Board meeting, which must be the sole agenda item for the meeting.

(e) No decision of the NEB may be changed or recalled except by a two-thirds majority of members present.

(f) In instances where members cannot attend a meeting, comments and views on issues to be deliberated must be made known in advance and in writing to the secretary. Written apologies for absence must reach the secretary at least one week before a meeting is scheduled to enable him or her to decide on a possible postponement of the meeting.

(g) The secretary must circulate copies of minutes and other documentation as may be applicable to each member within one month after every Board meeting.

(h) The secretary must furnish all minutes, correspondence or other documents relating to the activities or functioning of the NEB to the archives of the Chief Directorate; National Examinations, Assessment and Measurement, for safe record keeping.

(11) Allowances and remuneration for members of the NEB

The Department of Basic Education may reimburse NEB members who are not employed by government for legitimate subsistence and travel expenses in accordance with government tariff guidelines.

2. THE PROVINCIAL EXAMINATION BOARD

(1) Composition of the Provincial Examination Board

(a) The PEB will comprise the following persons:

(i) Chairperson of the Provincial Examination Board appointed by the MEC for Education in the province.
(ii) One (1) representative from the association of school principals in the province.
(iii) One (1) representative from the FET College Principals.
(iv) One (1) representative from the ABET sector in the province.
(v) One (1) representative from each of the recognised teacher unions.
(vi) One representative from each of the recognised School Governing Body associations in the province.
(vii) One (1) representative from each of the higher education institutions in the province.
(viii) One (1) representative from Umalusi.
(ix) One (1) representative from the independent schools.
(x) One (1) representative from the distance education colleges.
(xi) Two (2) representatives from the Provincial Education Department.

(b) The Directorate responsible for examination and assessment in the province will serve as the secretariat to the PEB.

(c) All members of the PEB, together with the chairperson will be appointed by the MEC, based on nominations received from the respective organisations/institutions. The call for nominations will be published in a Government Gazette.

(d) The MEC for Education may appoint additional members to the Board as he or she deems fit.

(2) Functions of the Provincial Examination Board

In order to ensure that the credibility and integrity of the Public examination system is enhanced within the province, the PEB will perform the following functions:

(a) Advise the MEC on policy and related matters on examinations and assessment, as it relates to the province.

(b) Address all matters of public concern relating to examinations conducted for schools, FET Colleges and Adult Education.

(c) Advise the MEC on mechanisms that need to be adopted to improve public confidence in the provincial examination system.

(d) Deal with all examinations and assessment matters referred to it by the MEC.

(e) Report to the NEB on matters that are of provincial concern relating to the integrity and credibility of the public examinations.

(3) Term of office

The term of office for membership shall be three years or of such a term as shall be determined by the MEC for Education. In the event of a serving member being replaced for whatever reason, the newly appointed member shall serve on the Board for the remaining period that the previous member would have served on the board. Members of the PEB, will be bound by an obligation of confidentiality and a member may be reappointed when his or her term of office expires.

(4) Chairperson

The MEC will appoint the chairperson of the Provincial Examination Board. The chairperson may be appointed from the list of ordinary members appointed to the Board, or may be appointed by the MEC from outside the current list of nominations. If the MEC appoints the chairperson from the list of members, the organisation or institution from which the chairperson is appointed, will be entitled to nominate another representative, in lieu, of the appointed chairperson.

(5) Termination of membership

(a) If members are unable to attend a meeting, a written apology must be sent to the secretary of the meeting prior to the scheduled meeting.

(b) In the event of a member being absent from two consecutive meetings of the PEB without an apology or an acceptable reason, his or her membership must forthwith be terminated and the member must be advised accordingly.

(c) The MEC may terminate the membership of a member of the PEB if he or she acts wilfully in contradiction to the spirit and objectives of the PEB.

(d) All resignations must be submitted in writing to the MEC.

(6) Vacancies on the Board.

If a vacancy arises on the PEB the MEC will fill such a vacancy on the basis of nominations received for the specific category, in which the vacancy exists.

(7) Meetings

(a) The PEB Board should meet as the need arises, but must hold a minimum of two ordinary meetings annually.

(b) There shall be one (1) meeting preceding the end of the year examination to determine the state of readiness to conduct such an examination. There shall also be another meeting after the end of the year examination to discuss the examination results.

(c) The Chairperson of the Board has the power to call meetings of either the full Board or selected members of the Board, as he or she deems necessary.

(8) Quorum for a meeting

(a) A minimum of 51% of the membership constitutes the quorum.

(b) The quorum is also applicable with respect to ad hoc committees and working groups.

(c) If a quorum of the PEB is not present, the chairperson may re-convene the meeting within 14 days.

(9) Procedure for a meeting

(a) Conventional procedures for a meeting must apply to meetings of the PEB, its *ad hoc* committees and working groups.

(b) The Secretary of the PEB must give notice 14 days prior to the meeting and keep a record of the names of members attending the meeting.

(c) Ordinary meeting agenda items must be requested by the Secretary in writing 30 days before a meeting and received within ten days thereafter, except for urgent matters which may be included on the agenda at the meeting, provided that no member registers an objection.

(d) For special meetings, notice of seven days is required, specifying the agenda for the PEB meeting, which must be the sole agenda item for the meeting.

(e) No decision of the PEB may be changed or recalled except by a two-thirds majority of members present.

(f) In instances where members cannot attend a meeting, comments and views on issues to be deliberated must be made known in advance and in writing to the secretary. Written apologies for

absence must reach the secretary at least one week before a meeting is scheduled to enable him or her to decide on a possible postponement of the meeting.

(g) The secretary must circulate copies of minutes and other documentation as may be applicable to each member within one month after every Board meeting.

(h) The secretary must furnish all minutes, correspondence or other documents relating to the activities or functioning of the PEB to the archives of the Directorate responsible for examinations and assessment for record keeping.

(10) Allowances and remuneration for members and working groups

The PED may reimburse PEB members who are not employed by government for legitimate subsistence and travel expenses in accordance with government tariff guidelines.