



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

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DEFINITIONS

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

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

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

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

“assessment body” – means an assessment body as defined in the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*;

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

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

“candidate” - means a learner who has enrolled in his or her Grade 12-year for the National Senior Certificate programme and who has registered for the National Senior Certificate final examinations;

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

“chief examiner” - means a person who manages the process of setting the examination question paper and takes responsibility for the quality and standard of the examination question paper;

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

“chief invigilator” - means a principal of a registered examination centre, or another person specifically appointed in that capacity, who is accountable and responsible for the administration of the National Senior Certificate examination, 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 an assessment body accredited by Umalusi;

“Curriculum and Assessment Policy Statements” - means the policy documents stipulating the aim, scope, content and assessment for each subject listed in the *National Curriculum Statement Grades R – 12*;

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

“deputy chief marker” - means 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 level;

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

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

“evidence of learner performance” - means the learner’s work that constitutes the internal assessment which contributes to the final promotion mark;

“examination” - means the National Senior Certificate examination conducted at the end of the year;

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

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

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

“examination sitting” - means a main examination sitting, excluding a supplementary examination sitting;

“full-time candidate” - means a learner who has enrolled for tuition in a full-time capacity at a public or independent school or any other registered education institution and who presents the required number of subjects as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, Government Gazette No. 34600 of 12 September 2011;

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

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

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

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

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

“independent school” - means a school registered in terms of *section 46* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“internal assessment” - means assessment, contemplated 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 47*;

“invigilator” - means any person appointed to assist the chief invigilator with the conducting of an examination-related activity at the examination centre;

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

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

“marker” - means a person who is appointed to mark an examination answer script;

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

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

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

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

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

“National Senior Certificate” – means a qualification at Level 4 on the National Qualifications Framework (NQF) which is awarded to Grade 12 candidates who comply with the national policy requirements set out in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

“National Senior Certificate examination” – means the final examination at the end of the Grade 12-year conducted by the Department of Basic Education or an assessment body accredited by Umalusi;

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

“part-time candidate” - means a Grade 12 learner who does not receive tuition on a full-time basis and who registers with an accredited assessment body for one or more subjects in an examination;

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

“processes and procedures for the assessment of learner achievement” – means the conduct, administration and management of internal assessment, end-of year examination, and the final National Senior Certificate examination as stipulated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the policy document, *National Protocol for Assessment Grades R-12, Government Gazette No. 34600 of 12 September 2011*;

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

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

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

“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;

“repeat candidate” - means a candidate who has failed the National Senior Certificate examination and/or the supplementary examination and who wants to satisfy the outstanding requirements for the National Senior Certificate;

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

“school” – as defined in the *South African Schools Act, 1996 (Act No. 84 of 1996)*;

“School Assessment Irregularities Committee (SAIC)” - means the body established by the school to deal with all irregularities identified during examinations and assessment;

“school-based assessment” – means assessment as defined in the policy document, *National Protocol for Assessment Grades R – 12*;

“senior marker” - means a person who assists the chief marker in the marking process and who takes responsibility for a group of markers at the marking centre;

“service contract” - means an agreement between a Provincial Education Department and an independent institution/examination centre that desires to write examinations administered by a provincial assessment body;

“supplementary examination” - means an examination granted under special conditions as contemplated in *Regulation 18* to a full-time and part-time candidate;

“teacher portfolio” - means the full and final record of all the assessment tasks completed by the learners and kept by the teacher as evidence of the internal assessment mark for a particular subject 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) 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 *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)* which is applicable to public and independent schools.
- (3) The outcomes and standards determined in terms of *section 6(A) of the South African Schools Act, 1996 (Act. No. 84 of 1996)* have been translated into regulations in terms of *section 61* of the said Act. All assessment bodies responsible for the conduct, administration and management of the National Senior Certificate examination must give effect to the regulations.
- (4) This document-
 - (a) provides the necessary policy support for developing, organising, structuring and implementing an assessment framework for the National Senior Certificate;

- (b) focuses on assessment policy for both School-Based Assessment, Practical Assessment Tasks, Language Oral Assessment for official languages and the National Senior Certificate examinations;
 - (c) provides rules and conditions relating to the conduct and administration of School-Based Assessment, Practical Assessment Tasks, Language Oral Assessment for official languages 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, Practical Assessment Tasks, Language Oral Assessment for official languages and external examination processes, such as officials and teachers; and
- (5) is aimed at quality assurance and must be read in conjunction with the following policy documents-
- (a) Curriculum and Assessment Policy Statements for all approved subjects listed in the document contemplated in sub-paragraph (b);
 - (b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
 - (c) *National Protocol for Assessment Grades R – 12*.
- (6) National policy on assessment is also contained in the following policy documents and all assessment bodies responsible for the conduct, administration and management of the National Senior Certificate examination must comply with the prescriptions as set out in these documents-
- (a) *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System* that provides a policy framework for the transformation of practices related to assessment and examinations in

- general with a view to achieving enabling mechanisms to support learners who experience barriers to learning;
- (b) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* and
 - (c) Directives issued by Umalusi.

2. Assessment in the National Senior Certificate

- (1) The *National Curriculum Statement Grades R-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, Practical Assessment Tasks, Language Oral Assessment for official languages and external examinations.
- (4) School-Based Assessment, Practical Assessment Tasks, Language Oral Assessment for official languages 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, Practical Assessment Tasks Language Oral Assessment for official languages and external examinations are designed to address the, general aims of the South African curriculum, specific subject aims, content, topics, skills, assessment, 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

FUNCTIONS ACCORDED TO VARIOUS QUALITY ASSURANCE AND ASSESSMENT BODIES

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

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

- (1) Umalusi, the Quality Council for General and Further and Education and Training must in terms of *section 27(i)* of the *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*-
 - (a) develop and implement policy for quality assurance;
 - (b) ensure the integrity and credibility of quality assurance; and
 - (c) ensure that such quality assurance as is necessary for the General and Further Education and Training sub-framework is undertaken.
- (2) Provincial Education Departments are responsible for the administration of the 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.
- (3) assessment bodies accredited by Umalusi in terms of *section 17A(2)(a)* of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* as assessment bodies, are responsible for the conduct, administration and management of the National Senior Certificate examination for schools registered with these assessment bodies.

- (4) 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, PRACTICAL ASSESSMENT TASKS AND LANGUAGE ORAL ASSESSMENT

4. Requirements for School-Based Assessment and Practical Assessment Tasks/Language Oral

- (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 internal assessment, which must be externally moderated, as well as a Common Assessment Task which is externally set and moderated. Monitoring and moderation mechanisms will be determined by Umalusi, and the Department of Basic Education in the case of public schools and the assessment body in the case of independent schools.
- (4) The composition of the School-Based Assessment of all subjects is outlined in the policy document, *National Protocol for Assessment Grades R-12*.
- (5) In Grades 10, 11 and 12, School-Based Assessment must be moderated by the Department of Basic Education, the, the Provincial Education Department, the independent assessment body and Umalusi.
- (6) A Practical Assessment Task is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects-

- (a) Agriculture: Agricultural Management Practices and Agricultural Technology;
 - (b) Arts: Dance Studies, Design, Dramatic Arts, Music and Visual Arts;
 - (c) Languages: Oral mark;
 - (d) Technology: Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design;
 - (e) Life Orientation;
 - (f) Computer Sciences: Computer Applications Technology and Information Technology; and
 - (g) 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 (6) is outlined in the policy document, *National Protocol for Assessment Grades R-12*.
- (10) In Grade 12, Practical Assessment Tasks must be moderated by the Department of Basic Education and Umalusi.
- (11) Language Oral Assessment for official languages must be undertaken during the course of the year and it comprises -
- (a) prepared speech (20 marks);
 - (b) unprepared speech (15) marks; and
 - (c) listening and comprehension (15 marks).

5. Compilation of the School-Based Assessment, Practical Assessment Task and Language Oral mark

- (1) Both School-Based Assessment and the Practical Assessment Task components/Language Oral must-
 - (a) comprise assessment tasks that constitute the learners' final 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, *National Protocol for Assessment Grades R-12*;
 - (d) be available for monitoring and moderation purposes; 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, Practical Assessment Task or Language Oral mark in any subject, without a valid reason, will result in the candidate, registered for that particular subject, receiving an incomplete result.. Such a candidate will not be resulted and he or she must repeat the subject, and if necessary the year and redo the School-

Based Assessment and/or Practical Assessment Task/Language Oral 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/Language Oral, 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 or his or her nominee.
 - (b) The learner must, within three calendar months from the date on which the opportunity is granted, submit the outstanding work or present himself or herself for School-Based Assessment and/or Practical Assessment Task/Language Oral. Should the candidate fail to fulfil the outstanding School-Based and/or Practical Assessment Task Assessment requirements, as contemplated in the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements of all approved subjects listed in the *National Curriculum Statement Grades R-12* he or she, registered for that particular subject, will be resulted as incomplete.
- (5A) A learner who is not able to offer the Physical Education Task (PET) as a fifth component in Life Orientation may be exempted by the Head of the assessment body or his or her representative, provided a valid medical reason is submitted. If the learner's request for exemption is successful, his or her marks for Life Orientation will be recalculated in terms of four tasks.
- (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 copy of the 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/ Language Oral 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/Language Oral in the subject for which he or she is responsible, marks will be adjusted accordingly as stipulated in the policy document, *National Protocol for Assessment Grades R-12*. The matter must be resolved by the in consultation with Umalusi or the independent assessment body in consultation with the assessment body.
- (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 Department of Basic Education, the Provincial Education Department and the independent assessment body must monitor the implementation of School-Based Assessment, the Practical Assessment Task and the Language Oral, 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 Tasks: Minimum Norms and Standards

- (1) All School-Based Assessment and the Practical Assessment Tasks/Language Oral must be subjected 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/Language Oral 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/Language Oral, as contemplated in the policy document, *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 must ensure that candidates that enrol at these institutions comply with the School-Based, Practical Assessment Task and Language Oral Assessment requirements as stipulated in the policy document, *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 offering a National Senior Certificate course of study as stipulated in *paragraph 27* and Annexure C of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*;
- (b) enrol for a National Senior Certificate course of study that will be completed prior to the date of commencement of the examination;
- (c) enrol for seven or more National Senior Certificate subjects as stipulated in *paragraph 27* and Annexure C of the policy document, *National policy pertaining to the programme and*

promotion requirements of the National Curriculum Statement Grades R – 12.;

- (d) comply with all, School-Based Assessment, Practical Assessment Task and Language Oral Assessment requirements where applicable; and
 - (e) comply with the promotion requirements for Grades 10 and 11 as contemplated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*
- (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 the assessment body 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, Practical Assessment Tasks and Language Oral assessment requirements for the specific subjects.
 - (d) If the additional subject that the candidate wishes to offer is not presented at the school of registration, the candidate must obtain the approval of the Principal of the [centre] school where he or she has registered, as well as the permission of the Principal of the school where the additional subject will be offered.
 - (e) The school offering the additional subject must forward the School-Based Assessment, Practical Assessment Task and Language Oral Assessment marks to the school of registration prior to commencement of the written examination.
 - (f) The school where the learner is registered must capture all School-Based Assessment and Practical Assessment Tasks/Language Oral Assessment 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 the assessment body or his or her representative.
- (3) A part-time candidate is a Grade 12 learner who has-
- (a) registered for one or more subjects in an examination. The school at which the candidate registers, must ensure and verify whether the part-time candidate has-
- (i) completed the programme requirements for Grades 10, 11 and 12 separately;
- (ii) complied with the School-Based Assessment, Practical Assessment Task and Language Oral Assessment requirements for Grades 10, 11 and 12; and
- (iii) complied with the external assessment requirements of Grade 12 as contemplated in the Curriculum and Assessment Policy Statements of the various subjects; and.
- (b) registered for the National Senior Certificate examination with an assessment body which must verify whether the part-time candidate has complied with *sub-regulations (i) to (iii)*.
- (4) A candidate who has failed the National Senior Certificate examination and/or the supplementary examination and who wants improve his or her 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 five (5) year after the completion of the first National Senior Certificate examination written by the candidate in that subject. From 2014 the maximum period will change from five (5) years to three (3) years.
- (5) A repeat candidate need not receive full-time tuition at a public or independent school.

- (5A) A learner receiving home education must register with an education provider registered with the assessment body responsible for the conduct of the final National Senior Certificate examination to ensure that he or she complies with-
- (a) the programme requirements for Grades 10, 11 and 12 separately;
 - (b) the School-Based Assessment, Practical Assessment Task and Language Oral Assessment requirements for Grades 10, 11 and 12; and
 - (c) the external assessment requirements of Grade 12 as contemplated in the Curriculum and Assessment Policy Statements of the various subjects.
- (6) The School-Based Assessment, Practical Assessment Task, and Language Oral marks obtained by a candidate in his or her last National Senior Certificate examinations will be valid for a period of five (5) years, after the completion of the first National Senior Certificate examination written by the candidate in that subject. From 2014 the maximum validity period will change from five (5) years to three (3) years, provided that an alternative qualification for repeaters and part-time candidates has been developed. However, should an alternative qualification not be implemented prior to the expiry date of the School-Based Assessment component, the validity period may be extended until such time as deemed expedient by the Minister.

9. Requirements for the offering of subjects of other assessment bodies and the changing of subjects in Grades 10, 11 and 12: 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 of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination* and C1 of this policy.
- (2) The Minister of Basic Education approves new subjects to be offered by learners, subject to certain conditions, as part of the 7-subject package set out in *Paragraph 8* of the *Regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate*.
- (3) A learner may change a maximum of **two** subjects in Grade 10, subject to the approval of the Principal of the school where the learner is registered.
- (4) A learner may change two subjects in Grade 11, subject to the approval of the Principal of the school where the learner is registered.
- (5) In exceptional cases a learner may change **one** subject in Grade 12, provided it is done before 31 January of the Grade 12-year.
- (6) The requirements for changing a subject in Grades 10-12 are set out in *Paragraph 8*.

10. Endorsed National Senior Certificate for learners who experience barriers to learning: Minimum Norms and Standards

- (1) A learner who experiences barriers to learning, who has met the minimum requirements as stipulated in paragraph 34 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12* may obtain a National Senior Certificate with an endorsement for learners.

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 the assessment body or his or her representative approves such registration based on exceptional circumstance.
- (2) Candidates who write a supplementary examination and who 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 assessment bodies must ensure that candidates' information is accurately captured.
- (4) The information furnished on the entry forms must be processed by the relevant assessment body 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.
- (5) Entry forms developed by the Department of Basic Education in consultation with the Provincial Education Departments must be used by learners in public schools and those learners at independent schools who opted for the National Senior Certificate examination of the State.

- (5A) An independent assessment body may decide on the format of its registration form.
- (6) Transfer of a candidate at a public school 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 a final decision.
- (7) Learners receiving home education must provide proof that they were registered at an education provider as contemplated in regulation 7(4A) before they can be allowed to register for the National Senior Certificate examination with an assessment body.
- (8) Part-time learners may only with the approval of the Head of the assessment body or his or her representative, register at two different assessment bodies.
- (9) Part-time candidates must register each year by 15 March, if they desire to write the examination in that year.

12. Entries: Minimum Norms and Standards

- (1) The Principal of a school may recommend the cancellation of the registration of a candidate in Grade 12 to the Head of the assessment body, if the candidate is irregular in attendance or has committed a serious misdemeanour as contemplated in Annexure M, paragraph 1(3)(j) of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.
- (2) Such a candidate must be given an opportunity to appeal to either the MEC in the case of public schools or to the Head of the independent assessment body if the candidate is registered at an independent school, before a final decision is taken.

- (3) The decision of the MEC or the Head of the independent assessment body will be regarded as final in this case.

13. Fees: Minimum Norms and Standards

- (1) The Director-General of the Department of Basic Education, following consultation with the Heads of Education Departments' Committee (HEDCOM), may determine fees for candidates writing the Public National Senior Certificate examination, regarding the following-
 - (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) verification of qualifications other than those verified by Umalusi.
 - (f) issuing of a replacement of a statement of results and certificates.
- (2) Candidates registered at public schools 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 registered at a public school 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.
- (4) An independent assessment body may determine its own fees.

14. Assessment policies and guidelines: Minimum Norms and Standards

Accredited assessment bodies must comply with the policy document, *National Protocol for Assessment Grades R-12* and the Curriculum and Assessment Policy Statements of all approved subjects listed in the *National Curriculum Statement Grades R-12*.

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 of learning and teaching.
- (3) If the examination question paper is set in two languages, the candidate must answer the examination question paper in one language only, unless otherwise instructed.

16. Concessions: Minimum Norms and Standards

- (1) Concessions may be applied to candidates who experience barriers related to deafness, aphasia, dyslexia and a mathematical disorder, such as dyscalculia as set out in *Regulation 16 of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.
- (1A) Learners in Grades 10-12 who are eligible for differentiated assessment and/or concessions are those who are experiencing barriers to learning as contemplated in Annexure C1.

- (2) *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 circumstance beyond the candidate's control, a medical certificate or an affidavit must be provided by the candidate and countersigned by the Principal of the school concerned, before being submitted to the relevant assessment body.
- (2) Candidates who absent themselves without a valid reason from the end-of-year external examination must not be permitted to register for 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, who will then decide whether or not the candidate will be allowed to sit for the supplementary examination.

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, comprising an internally assessed component and a Common Assessment Task, as one of the two subjects to be registered for the supplementary examination in *sub-paragraph (a)*. The re-assessment of both components of Life Orientation must be completed within the period in which the supplementary examination is conducted.
- (2) 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.
 - (3) 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.
 - (4) If there is a death in the immediate family of a candidate, or other special reasons for the candidate's absence, which meets the approval of the

Head of the assessment body, he or she may register for the supplementary examination.

- (5) In cases contemplated in *subparagraphs (1) to (4)* above, the School-Based Assessment and the Practical Assessment Task marks of the Grade 12-year will be used, including practical or Language Oral Assessment marks where applicable, in order to meet the School-Based Assessment and external examination requirements.
- (6) 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.
- (7) 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.
- (8) 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.
- (9) In combining these subjects contemplated in *sub-regulation (1)*, 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 policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

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, Practical Assessment Tasks and Language Oral Assessment requirements as contemplated in the Curriculum and Assessment Policy Statements 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; and
 - (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 assessment body.
- (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 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 *paragraph 30* of this policy.
- (6) The candidate will be responsible for all expenses, e.g.:
 - (a) packaging, delivery 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 relevant assessment body to supply the examination question papers and all material needed.
- (7A) It will be the responsibility of the relevant assessment body to make all the necessary arrangements and ensure that these arrangements comply with the relevant regulations and policy.
- (8) The relevant assessment body will be responsible for the confirmation of the delivery of all examination materials. Costs regarding this correspondence will be borne by the candidate.
- (9) Examinations must be conducted in terms of the South African Standard Time requirements for the particular examination question paper.

CHAPTER 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) 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) 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 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 R-12*. The independent assessment body must develop an examination timetable for the National Senior Certificate examination that it conducts.

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) of the Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination.
- (2) Procedures for the appointment of examiners and internal moderators
 - (a) Examiners and internal moderators must be appointed by the Department of Basic Education and assessment bodies-
 - (i) for a maximum period of four (4) years; and
 - (ii) with a mechanism in place to terminate the appointment of an examiner if he or she is unable to comply with the necessary requirements and standards.
 - (b) If a panel is appointed, the chief examiner who takes responsibility for the standard and quality of the examination question paper prior to its submission to the internal moderator may be appointed.

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

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

- (1) The [Department of Basic Education and the] assessment body must ensure that-
 - (a) chief examiners and examiners in the respective subjects set the examination question papers and prepare the marking guidelines for the examination question papers concerned, 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 R-12*;
 - (d) the internal moderator ensures that the examination question papers conform to the requirements of the Curriculum and Assessment Policy Statements for a specific subject as listed in the *National Curriculum Statement Grades R-12*; and
 - (e) an examiner or internal moderator complies with all instructions and deadlines issued by the assessment body and Umalusi.
- (2) If the examination question paper is rejected twice by Umalusi, then the services of the internal moderator and/or the examiner may be terminated.
- (3) An internal moderator or examiner, appointed to a national panel of the Department of Basic Education may not serve on the examination panel of any independent assessment body.
- (4) The assessment body must ensure that-
- (a) all examination question papers are approved by the internal and external moderators; and
 - (b) all changes to the examination question paper, recommended by the internal and external moderators, are made.
- (5) In the event of a disagreement between the examiner and the moderator, the following procedure must be followed-
- (a) If the disagreement is between the internal moderator and the examiner, the assessment body must –

- (i) attempt to mediate between the examiner and the internal moderator; and
 - (ii) if consensus cannot be reached, the assessment body must make the final determination.
- (b) If the disagreement is between the internal moderator and the external moderator, the Chief Executive Officer of Umalusi must-
 - (i) mediate between them; and
 - (ii) if consensus cannot be reached, the Chief Executive Officer of Umalusi must make the final determination.
- (6) The assessment body must comply with the requirements of Umalusi with regard to the external moderation of examination question papers.
- (7) The assessment body must provide examiners and internal moderators with guidelines for the setting of examination question papers, which must include the following-
 - (a) duration of the examination question paper;
 - (b) maximum marks;
 - (c) number of examination question papers;
 - (d) format of the examination question paper.
 - (e) number of marks for a particular subject – sections of the examination question papers; and
 - (f) principles for points to be included in the examination answer scripts.
- (8) Internal moderators must perform the following functions-
 - (a) ensure that the examination question paper is of an appropriate standard and quality, and that correct and accessible language has been used;
 - (b) ascertain that an examination question paper–
 - (i) conforms to the Curriculum and Assessment Policy Statements for the various subjects as listed in the *National Curriculum Statement GradesR-12*;

- (ii) provides adequately for differentiation; and
 - (iii) includes questions addressing different cognitive levels;
 - (c) recommend the necessary changes to the examination question papers;
 - (d) approve and sign off the examination question papers prior to printing;
 - (e) attend the memorandum discussions;
 - (f) approve and sign off the finally agreed-upon memoranda, following the memoranda discussion;
 - (g) moderate the marked examination answer scripts;
 - (h) liaise with external moderators;
 - (i) provide examiners with advice, support and guidance; and
 - (j) submit a report to the external moderator.
- (9) An internal moderator may be appointed by the assessment body specifically to perform the function of the moderation of examination answer scripts during the marking process. In such an event, the functions of the internal moderator may include the following-
- (a) moderation of marked examination answer scripts to ensure compliance with the marking memorandum;
 - (b) an analysis of candidates' responses to identify areas of weakness and areas of good performance; and
 - (c) the compilation of a composite report on the marking of examination answer scripts.

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

- (1) The assessment body must ensure that clear structures and procedures are in place, regarding the typing, editing, translation and printing of examination question papers.
- (2) Examination question papers must be submitted to the external moderator timeously, so as to allow for:

- (a) thorough moderation;
 - (b) changes;
 - (c) adaptations; and
 - (d) the final duplication of the examination question papers.
- (3) Examination question papers must be ready for external moderation at least six months prior to the commencement of the external examination.
- (4) The processing of examination question papers for the public examination must be done in terms of Annexure F of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*. Independent assessment bodies must comply with the Umalusi requirements.

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

- (1) The assessment body must ensure strict security with regard to the storage and distribution of examination question papers at all times.
- (2) Each assessment body must select the distribution mechanism best suited to the 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.

- (4) The storage and distribution of question papers for the State examination must be done in terms of Annexure F of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*. Independent assessment bodies must have Umalusi approved processes in place.

CHAPTER 6

CONDUCTING THE EXAMINATION

26A Requirements for the registration of independent schools as examination centres: Minimum Norms and Standards

- (1) In order for an independent school to be registered as an examination centre by either an accredited private assessment body or the state, such a school, besides being registered as a school, must also be accredited by Umalusi.
- (2) Independent schools that have complied with registration by the relevant Provincial Education Department and accreditation by Umalusi, must apply to the relevant assessment body for registration as examination centres under their own names.
- (3) The registration of independent schools as examination centres is also determined by the fulfillment of the requirements of the assessment body which is either the public or a private assessment body accredited by Umalusi.
- (4) Examination centres that have complied with all the requirements will be registered by the assessment body in accordance with the criteria as stipulated in *Paragraph 27*.

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. See Annexure D1;
 - (c) provision of proper lighting;
 - (d) availability of water and toilet facilities;

- (e) suitably qualified teaching staff or members of the community who can be trained as invigilators;
 - (f) availability of a strong room or safe for the safekeeping of assessment material;
 - (g) the capacity to assess learners experiencing barriers to learning;
 - (h) capacity to complete the School-Based Assessment requirements, Practical Assessment Tasks and Language Oral Assessment. In the case of repeaters enrolled at registered institutions, such repeaters must comply with the requirements as contemplated in *paragraphs 8(3), 8(4) and 8(5)*; and
 - (i) 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; and
 - (bA) registered institutions for repeaters who do not have to comply with School-Based Assessment requirements, Practical Assessment Tasks and Language Oral requirements.
- (4) The institutions contemplated in *subparagraph (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 Department or his or her nominee.
- (8) The assessment body must ensure strict security with regard to the storage of examination question papers at all times.

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

- (1) All institutions listed in *paragraph 27(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 E1.

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 Department 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 the assessment body 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 compromised;
 - (ii) examination question papers are repeatedly opened prior to the examination time or date;
 - (iii) there is fabrication of School-Based Assessment marks;
 - (iv) the centre allows examination imposters; or
 - (v) if there is any other serious irregularity that warrants deregistration.
 - (b) The following procedure should be followed when it is found that irregular practices have occurred at an examination centre-
 - (i) Officials of the assessment body 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 are appointed in writing and receive the appropriate training as stipulated

in Annexure I of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.

- (2) Invigilators must ensure that every candidate produces his or her letter of admission, as well as proof of his or her identity upon admission to the examination room.
- (3) A candidate who fails to produce the required documentation will-
 - (a) be allowed to sit for the examination, but will be required to present such documentation to the invigilator after the examination.
 - (b) failing this, the normal procedure pertaining to irregularities must be followed.
- (4) All candidates registered for the National Senior Certificate examination must sign for each subject written an attendance register as set out in *paragraphs 1, 2 and 3* of Annexure I of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination* as contemplated in *paragraph 7* of Annexure I of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.
- (5) A candidate who does not present him or herself on time for an examination should be dealt with in terms of *paragraph 8* of Annexure I of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.

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.

- (1A) The chief invigilator and/or invigilator must ensure that the examination question papers and examination scripts are handled in terms of the requirements contemplated in *paragraphs 9 and 10* of Annexure I.
- (2) Candidates must also be provided with clear written instructions regarding specific examination question papers, where necessary.
- (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 that a candidate is required to answer only a selected number of questions from those appearing in an examination question paper, and the said candidate answers more than the required number of questions, only the first required number of questions will be marked. This condition will apply provided that the instructions are clear.
- (6A) Invigilation during the public National Senior Certificate Examination must be conducted in accordance with the requirements of the or public schools as specified in paragraphs 11 and 12 of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*. Independent assessment bodies must have similar procedures in place to ensure rigorous invigilation.
- (6B) Concessions granted to learners experiencing barriers related to deafness, aphasia and dyslexia may be applied in terms of *paragraph 13* of Annexure I of the *Regulations pertaining to the conduct,*

administration and management of the National Senior Certificate examination.

- (6C) The packaging of the examination answer scripts and the completed mark sheets is the responsibility of the chief invigilator and must be adhered to by public assessment bodies in terms of *paragraphs 14 and 15 of Annexure I Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination.* Independent assessment bodies must have similar procedures in place.
- (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.

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

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 process.

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

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

(i) security.

(2) The monitoring teams of the assessment bodies must visit the marking centres to observe the marking process.

CHAPTER 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 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 Head of the relevant assessment body or his or her designee.

TABLE 1: SCALE OF ACHIEVEMENT FOR THE NATIONAL CURRICULUM STATEMENT GRADES R-12

| 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 public assessment bodies are appointed in terms of the PAM (Annexure C1), and any other additional criteria as determined and approved by the Head of assessment body or his or her representative.
- (3) The process of appointing markers must commence at least six months prior to the commencement of the specific marking session. 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 with the Head of the assessment body or his or her nominee 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 family member.
- (6) An assessment body must select an additional marker in the event where an appointed marker fails to report for duty.

- (7) A marker, senior marker and chief marker must be appointed annually.
- (8) All selection panels for markers must be chaired by the relevant Head of the assessment body or his or her representative.

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) Phase one:
 - (i) This phase entails an audit of all mark sheets and their respective examination answer scripts at the marking centre.
 - (ii) All manually generated 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.
 - (v) Capture from the examination answer script if mark sheets are not used.

39. Marking procedures: Minimum Norms and Standards

- (1) Marking procedures should be clearly formulated by the public assessment body, as contemplated in the Annexure L of the *Regulations pertaining to the conduct, administration and management of the National Senior Certificate examination*.
- (2) The assessment body may release the marking memoranda and examination question papers of an examination to interested parties at the end of April in the year following the writing of the examination.

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 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 or on the examination answer scripts, should be captured by specially trained staff.
- (2) Verification of all data being captured, using the double capture method, must be followed.

43. Standardisation: Minimum Norms and Standards

- (1) Mark adjustments are done by Umalusi, in conjunction with the assessment bodies.
- (2) The data and evidence required for the standardisation of results are determined by Umalusi.
- (3) Recommendations regarding the standardisation of marks, together with clear motivations, will be presented by the assessment bodies to Umalusi for consideration.
- (4) The standardisation of marks is the responsibility of Umalusi and its decision is final in all cases.

44. Release of the results and confidentiality: Minimum Norms and Standards

- (1) The release date of the results of the National Senior Certificate examination of the State, must be decided upon by the Council of Education Ministers (CEM) on the recommendation of HEDCOM, and this must be done on an annual basis.
- (2) The date contemplated in *subparagraph (1)* is subject to approval of the National Senior Certificate results by Umalusi.
- (3) The Department of Basic Education must ensure that all Provincial Departments of Education have secure methods, and measures and procedures in place to protect and secure examination records.
- (4) All concerned parties involved with the release of results of public schools and those independent schools that wrote the public National Senior Certificate examination, must comply with the embargoes stipulated by the Department of Basic Education to ensure that candidates only receive their results at stipulated times.
- (5) The examination results data of public schools and those independent schools that wrote the National Senior Certificate examination of the State, will remain the property of the Department of Basic Education.
- (6) Researchers, individuals and non-governmental organisations may receive information regarding examination results, subject to the approval of the Director-General: Basic Education.
 - (a) Each recipient of examination result data must comply with the following-
 - (i) keeping of confidentiality of all information (written, electronic format and oral) regarding the content thereof;
 - (ii) not disclosing, without the Department of Basic Education's written consent, any information in whole or in part to any person; and

- (iii) using examination information solely for the purpose stated in the agreement.
- (b) All electronic examination result data provided to a third party must be destroyed after a six week period.
- (c) The Department of Basic Education must monitor compliance with *Paragraph 44(6)*.

CHAPTER 10

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 fourteen (14) 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 from any examination centre.
- (2) The fees contemplated in *subparagraph (3)* must be refunded to the candidate who wrote the public National Senior Certificate examination on application if the re-marking results in an improvement of the rating code.
- (3) The prescribed fee must be communicated on the statement of results to the candidate after the writing of the public National Senior Certificate examination.

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) When a learner is not satisfied with his or her result obtained in a subject, such a learner will, subject to the following conditions, be allowed to view the relevant examination answer script, with the aim of satisfying him- or herself with the marking-
- (a) The candidate or his or her parents may apply to view an examination answer script if, after the re-checking and re-marking process, the candidate is still not satisfied with the result.
 - (b) An application to view the examination answer script must be made within seven (7) days of the release of the re-marked results and must provide clear reasons for the request.
 - (c) The examination answer script will be viewed in the presence of an examination official appointed by the Head of the assessment body or his or her nominee and the script may not be removed from the viewing room.
 - (d) No other document, except the examination answer script of the candidate, will be allowed into the room where the viewing takes place.
 - (e) No writing on the examination answer script during the viewing process will be allowed.
 - (f) After the viewing of an examination answer script, a candidate who wrote the public National Senior Certificate examination may apply to the Head of Department for a final re-mark. If the candidate is not satisfied with the outcome of the final (second) re-mark, he or she may appeal to the MEC, or to Umalusi in the case of an independent assessment body. The decision of the MEC or Umalusi is final.

CHAPTER 11

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 a Provincial Department of Education must establish a Provincial Examination Irregularities Committee to investigate irregularities and make recommendations to the MEC and the Head of Department.
- (3) Provincial Education Departments may establish District Assessment Irregularities Committees. The function of these committees will be to support and co-ordinate the handling of irregularities at a district level.
- (4) Independent assessment bodies must establish appropriate structures to handle irregularities.
- (5) The following steps must be followed regarding the issuing of a National Senior Certificate to a candidate who wrote the public National Senior Certificate examination suspected of committing an irregularity-
 - (a) It should be established whether the irregularity was caused by the conduct of the candidate or that of another person.
 - (b) If the irregularity pertains to one of the examination question papers of a subject, the results of the subject as a whole will not be released, but this will not affect the release of the results of other subjects.

- (c) If the irregularity was not caused by the candidate's actions and the candidate did not gain any advantage, the examination answer script must be marked and marks must be allocated as set out in the marking memorandum and the results must be released.
- (6) A candidates who attends an irregularity hearing may have legal representation.
- (7) Should a candidate decide to have legal representation, the Provincial Education Department must be informed of this intention three working days before the hearing, in order to allow the Department of Basic Education to ensure appropriate departmental representation at the hearing.
- (8) If an official is required to present him or herself at a disciplinary irregularity or hearing, a union representative may attend such a hearing as an observer.

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

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

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) examination answer books;
 - (c) examination answer scripts;
 - (d) mark sheets;
 - (e) other assessment documents; and
 - (f) the IT system or data base.

- (2) Effective security and confidentiality measures should be in place in the following areas of the examination process-
 - (a) the setting and moderation of the examination question papers;
 - (b) the printing of the examination question papers;
 - (c) the storage of the final printed examination question papers, as well as the printed back-up examination question papers;
 - (d) persons entering or exiting restricted examination administrative areas;
 - (e) examination question papers handed over by the assessment bodies;
 - (f) the distribution of examination question papers and the transfer of examination answer scripts to and from examination centres;
 - (g) examination answer scripts of candidates under investigation; and
 - (h) the maintenance of the IT system.

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

- (4) Employees who are involved in the 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 National Senior Certificate examinations to the relevant assessment body.
- (5) The Head of the assessment body will make a decision with regard to the involvement of the official referred to in *subparagraph (4)* in the 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) Public assessment bodies may shred the examination answer scripts after six (6) months, unless litigation is still pending, or an investigation into irregularities has not been finalised.

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

- (4) The assessment body must ensure stringent security measures during the following processes-
 - (a) queries;
 - (b) combination of results; and
 - (c) verification of results.

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

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 of candidates who wrote the public National Senior Certificate examination are a national asset and are the responsibility of the Department of Basic Education.
- (2) Subject to the *National Archives of South Africa Act, 1996 (Act No.43 of 1996)*, the original documents of the assessment and certification process will form part of the provincial filing system.

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 assessment bodies should have a computer infrastructure that can access the centralised historical database.
- (3) These records should be used for queries, the combination of results, and preparing data for verification for Umalusi with respect to the issuing of replacement certificates.

CHAPTER 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 or the accredited independent assessment body must establish the minimum requirements for a computer programme to be used in the examination process.
- (2) A guideline to establish such minimum requirements is contained in Annexure G1.
- (3) The Department of Basic Education or the accredited independent assessment body must develop user requirement specifications which must be in line with the Umalusi specifications in order to facilitate certification.

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

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

CHAPTER 16

EXAMINATION BOARDS

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

- (1) The following examination boards may be established on a date as determined by the Minister of Basic Education:
 - (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 examinations and assessment.

CHAPTER 17

AMENDMENT OF 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)* UNDERPINNED BY THE NATIONAL CURRICULUM STATEMENT GRADES 10-12, TRANSITIONAL ARRANGEMENTS AND COMMENCEMENT OF POLICY

60. *Amendment of 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) underpinned by the National Curriculum Statement Grades 10-12*

- (1) On 31 December 2013 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)*, underpinned by the *National Curriculum Statement Grades 10-12*, will be replaced by the policy document, *National Policy on the Conduct, Administration and Management of the National Senior Certificate Examination* underpinned by the *National Curriculum Statement Grades R-12 as contemplated in Regulation 59(8)*,

61. Transitional arrangements

- (2) National education policy pertaining to part-time candidates as stipulated in the policy document, *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate Examination* will continue to exist until such a date as determined by the Minister of Basic Education.
- (3) The Minister may also determine the date, contemplated in *subparagraph 2* 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*.
- (4) The policy pertaining to part-time candidates contemplated in *subparagraph 3* will continue for a further period of three (3) years after the date referred to in *sub-paragraph 2* in order to accommodate the candidates already enrolled as part-time candidates on the date determined by the Minister.
- (5) Part-time candidates must comply with the National Senior Certificate requirements as stipulated in the policy document, *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.
- (6) Learners who register as part-time candidates for the first time in Grade 10 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 Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*.
- (7) Once a learner as contemplated in *subparagraph 6* 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.
- (8) The following policy documents will be phased out on 31 December 2013-
- (a) *National Curriculum Statement Grades 10-12 promulgated in Government Gazettes, No. 25545 of 6 October 2003, No. 27594*

of 17 May 2005, No. 27819 of 20 July 2005 and No. 28300 of 7 December 2005.

- (b) *National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in *Government Gazette No.27819* of 20 July 2005;
 - (c) 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 Learners with Special Needs*, promulgated in *Government Gazette, No.29466* of 11 December 2006; and
 - (d) *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)*, promulgated in *Government Gazette No. 29467* of 11 December 2006.
- (9) On 31 December 2013 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)* will be replaced by a new policy, namely *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate examination* underpinned by the *National Curriculum Statement Grades R-12*.
- (10) On 1 January 2014 the *National Curriculum Statement Grades R – 12* comprising the following policy documents will replace the documents contemplated in *sub-regulation (8)* and will form the basis for all National Senior Certificate examinations post 2013-
- (a) Curriculum and Assessment Policy Statements for all approved subjects listed in this document;
 - (b) *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and
 - (c) *National Protocol for Assessment Grades R – 12*.

(11) The Minister may, if deemed necessary, amend the transitional arrangements as contemplated in *paragraph [63] 61*.

62. Short title and commencement

This policy may be cited as *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate examination* 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), PRACTICAL ASSESSMENT TASK (PAT) AND LANGUAGE ORAL MARKS

1. PRESENTATION OF SCHOOL-BASED ASSESSMENT, PRACTICAL ASSESSMENT TASK (PAT) AND LANGUAGE ORAL 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/Language Oral mark is a compulsory component of the final promotion mark for all candidates registered for the following National Senior Certificate subjects.
 - (aA) Agriculture: Agricultural Management Practices and Agricultural Technology;
 - (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/ Language Oral mark 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/ Language Oral 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 School Based Assessment and/or a Practical Assessment Task/Language Oral 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/Language Oral or, where this is not possible, the mark for that component of the School-Based Assessment and/or a Practical Assessment Task/Language Oral 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.
- (6) If a learner fails to present a component or components of the School-Based Assessment and Language Oral, **without a valid reason**, the learner must be awarded a zero mark ("0") for such component or components, provided that if all components are awarded a zero mark ("0") the learner will receive an incomplete mark, recorded as absent (refer to Table 2).

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 |

$$\begin{aligned} \text{SBA mark} &= (4+16+20+15+12) / (5+30+40+40+40+40) \\ &= 67/155 \\ &= 43\% \end{aligned}$$

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 |

$$\begin{aligned} \text{SBA mark} &= (4+0+16+0+20+15+12)/(5+5+30+20+40+40) \\ &= 67/180 \\ &= 37\% \end{aligned}$$

2. INCOMPLETE RESULTS

A learner's results are regarded as incomplete if he or she did not submit any assessment tasks of the School-Based Assessment and/or a Practical Assessment Task, a Practical Assessment or a Language Oral mark and no valid reason was provided. This implies that the learner did not submit any assessment tasks specified for School-Based Assessment, Practical Assessment Task, Practical Assessment or Language Oral requirements in the policy document, *National Protocol for Assessment Grades R – 12* and Curriculum and Assessment Policy Statements. 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, until outstanding requirements have been met.

3. OUTSTANDING MARKS

- (1) 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.*
- (2) 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, Practical Assessment or Language 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/Language Oral in the stipulated period, the code “777” will be changed to “444”.
- (3) Candidates who repeat the National Senior Certificate qualification or a subject and who have not met the School-Based Assessment and Practical Assessment Task or Language Oral component requirements, may be allowed to improve their marks obtained in the School-Based Assessment and Practical Assessment Task/Language Oral components, subject to satisfactory arrangements being made with the relevant assessment body.

4. STATISTICAL MODERATION OF SCHOOL BASED ASSESSMENT MARKS

- (1) All School-Based Assessment tasks and Practical Assessment Tasks/ Language Oral 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.

- (2) Learners whose School-Based Assessment marks and/or Practical Assessment Task/Language Oral marks 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 B1

REQUIREMENTS FOR THE OFFERING OF MUSIC PROGRAMMES OF ACCREDITED ASSESSMENT BODIES

- (1) A learner at a public or independent school may offer one of the following external music programmes as an additional subject, i.e. as an eighth or ninth subject for the National Senior Certificate-
 - (a) Associated Board of the Royal Schools of Music (ABRSM);
 - (b) Trinity College of London (TCL); and
 - (c) Unisa.

- (2) The external music programmes listed in paragraph 1 may be offered in terms of the conditions contemplated in *paragraph 28(7)* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.

ANNEXURE C1

ASSESSMENT FOR LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING AND ASSESSMENT

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

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

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

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

- (1) Learners who are eligible for accommodations or concessions are:
 - (a) Those who have special educational needs arising from a disability, learning difficulty, learning disability, or behaviour and/or psycho-social disorder which creates a barrier to the learner achieving his/her potential in the assessment; or
 - (b) Those who during the assessment or examination period, experience medical, social, emotional or domestic challenges and who have addressed a direct submission to the Provincial Education Department Assessment Committee.
- (2) Accommodations or concessions are not granted where the primary area of difficulty is with the language of learning, teaching and assessment due to the fact that this is not the home language of the learner.
- (3) Determination of learners who are eligible for differentiated assessment and accommodations in Grades 10 to 12 should have been done as early as the Foundation Phase or at least by October of their Grade 10 year, except in a situation where the need arises at a later stage.
- (4) Cognisant of the fact that a learner's accommodation needs may change over time, the accommodations must be progressively re-evaluated.
- (5) The initial assessment will be conducted, in the case of public assessment bodies, by the Accommodation/Concessions Committee by using a system of screening, identification, assessment of barriers that has been approved by the Department of Basic Education.
- (6) The assessment of the learner must be verified and confirmed by the District-Based. Accommodation/Concessions Committee. Together, the School-Based and the District Based Accommodation/Concessions Committee will determine the form and level of support required. The information on the prescribed forms plus the necessary documentation

must be submitted to the Provincial Accommodation/Concessions Committee where, if approved, the necessary support will be captured on the Assessment and Examinations IT System.

- (7) The Provincial Accommodation/Concessions Committee will consider in its absolute discretion applications from learners who experience barriers to learning. In terms of the policy the decision as to whether an accommodation will be granted lies with the Provincial Education Department and its Accommodation/Concessions Committee and not with the practitioner who conducted the assessments or with the school.
- (8) An accommodation/concession decision may be appealed only once within two months of receipt of the original decision. Only the original application will be considered on appeal. No additional information will be considered. The Department reserves the right to request further assessment.
- (9) The barrier experienced and the accommodation awarded must be clearly indicated on the candidate's registration form.

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

(1) Sensory Impairments

- (a) **Visual Impairment** which includes blindness and partial sightedness or low vision requiring adaptation of content, accommodations with regard to the format of the assessment as well as use of assistive technology. Colour blindness may pose a barrier that needs to be addressed through accommodations in this category.
- (b) **Deaf and Hard of Hearing** which can be measured on a continuum of intensity and can present barriers in terms of the acquisition of both receptive as well as expressive language competencies.
 - (i) In the case of **deaf learners**, their first language is Sign Language and assessment must make accommodations for the mode of

examination as well as for certain adaptations in structure and content.

(ii) In the case of learners who are **hard of hearing**, depending on the extent of hearing loss, accommodations should make provision for both the mode of examination as well as for differentiated structure and content

(c) **Deaf-blindness** is a condition in which the combination of hearing and visual loss in learners could cause severe communication and other developmental and educational needs. The accommodations for these learners must be determined on a case by case basis and should include multiple approaches.

(2) **Physical Impairments** may result in barriers to assessment because of impaired functioning of the hands, arms, legs, upper body and/or neck. Differentiation and accommodations must make provision for time allocations as well as the use of assistive technology or personal assistance.

(3) **Speech or Communication Impairment** which involves an inability to speak and difficulty in expressing oneself can create barriers for some learners with physical sensory disability. Aphasia is such a condition which can impair both receptive and expressive speech. Accommodations need to be applied in oral assessments.

(4) **Learning Difficulties** refer to a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas (such as understanding, interpreting, transferring knowledge or skills, receptive or expressive language, spelling, grammar, following directions, spatial relations, numbers, etc.). Grade 10-12 learners who experience learning difficulties may either offer the National Senior Certificate programme as stipulated in *paragraphs 26 to 32 and 35 to 38* of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades*

R – 12, or the *National Senior Certificate with Endorsement* as contemplated in *subparagraphs 5, 6 and 8* of the said document.

- (5) **Expressing own knowledge in written form, particularly difficulty with spelling and/or grammar** - functional difficulties that can present themselves in various degrees but may be such that it is almost impossible to evaluate the learner's written work. The difficulties may involve spelling which is so poor that it is impossible for the assessor to understand the work presented by the candidate or the way the candidate may express him/herself by using phonetic spelling (particularly in English), which however, can still be deciphered. These learners include those who have been diagnosed with dyslexia.
- (6) **Difficulties with numbers and numerical concepts** that manifest as: mathematics anxiety and dyscalculia and is as a dysfunction in the reception, comprehension, or production of quantitative and spatial information.
- (7) **Behaviour and Psycho-Social Barriers** can become a barrier in assessment when it has been diagnosed as either a mild or a severe behaviour or psycho-social disorder where the learner needs support to mediate the barriers that they experience in assessment. These difficulties may be temporary (e.g. responding to a recent traumatic experience) or long-lasting. Learners on prescribed medication may be affected by drowsiness, thirst, visual and/or coordination difficulties.
- (8) **Autistic Spectrum, Anxiety and Attention Deficit Disorders are conditions where** learners may become disorientated during assessment and/or examinations, thus preventing them from answering the question paper to the best of their ability. Accommodations include assistance either with planning or through consistent encouragement and monitoring to prevent them from giving up and handing in incomplete assessment work or examination scripts.

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

4. MECHANISMS FOR DIFFERENTIATION AND/OR ACCOMMODATIONS

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

| Differentiation Strategy or Accommodations | Visual impairment/ colour blindness | Deaf/ Hard of Hearing/ Deaf Blind | Physical Barriers | Learning Difficulty | Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders | Limited Functional Speech | Other Medical Conditions |
|--|-------------------------------------|-----------------------------------|-------------------|---------------------|--|---------------------------|--------------------------|
| Adaptation of questions | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Additional Time | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Digital Player/Recorder | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Braille | ✓ | | | | | | |
| Computer/ voice to text/ text to voice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enlarged Print | ✓ | | ✓ | | | | |
| Handwriting | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Medication/food intake | ✓ | | ✓ | | | | ✓ |
| Oral examination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Personal assistant | | | ✓ | | | | ✓ |
| Prompter | | | | ✓ | ✓ | | |
| Reader | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Rest Breaks | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Scribe | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Separate Venue | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sign Language Interpreter | | ✓ | | | | | |
| Spelling | | ✓ | | ✓ | | ✓ | |
| Transcription of Braille | ✓ | | | | | | |
| Video/DVD recorder/Webcam | | ✓ | | | | ✓ | |

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

(1) Additional time will be granted as follows:

- (a) Physical Disability/Repetitive Strain Injury – 5 to 10 minutes per hour to accommodate slower writing speed.

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

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

(b) Use of a Scribe

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

(c) Use of a Personal Assistant

- (i) A learner who requires assistance in personal and/or practical ways during the course of an examination may require a personal assistant. The personal assistant may be required to provide assistance with manual tasks at the learner's instruction, e.g. turning pages, inserting a disk into the computer, removing the learner's jacket as well as with personal care tasks during rest breaks.
- (ii) The personal assistant may be familiar with the learner, but must not teach the subject.
- (iii) The personal assistant should not discuss any matters with the learner during the assessment session or examination unless it relates to the learner's need for personal care or assistance with manual tasks.
- (iv) A separate venue is required for this accommodation

(d) Use of a Prompter

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

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

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

spell check or a thesaurus. Where there is more than one learner in a venue using a computer, the computers may not be connected to each other or to the intranet or internet.

- (c) The work must be printed out at the end of the assessment and the learner must verify that it is his or her work. Access to a printer is therefore essential.
 - (d) A separate venue is required for this accommodation.
- (4) Accommodations that require **alternate formats, differentiated content, accommodations in marking and ad hoc arrangements**

(a) Braille

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

(b) Enlarged Print

Papers in enlarged print must be made available on hard or in electronic copy for learners who require this.

(c) Handwriting

A handwriting accommodation means that a sticker is placed on the answer script of each learner who has been granted this

accommodation. This indicates to the marker that untidy writing must be accommodated.

(d) Spelling

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

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

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

(e) Medication / food intake

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

(f) Rest breaks

A rest break is a period of time when the learner is not required to be at his/her desk but must remain in the examination venue. Rest break time does not count as extra writing time. The rest break time used will be added to the examination session. A separate venue with invigilation may be required for this accommodation.

(g) Specific Equipment

The Head of the assessment body or his or her representative must be notified of any specific equipment required. In

circumstances where the use of specific equipment may distract others a separate venue may be requested

(h) *Ad hoc* support

- (i) *This* applies in cases of pregnancy or in cases of injury, trauma, hospitalisation and imprisonment just before or during assessment or external assessment.
- (ii) Should it become necessary for a learner to have access to an adaptive or alternative assessment procedure due to one or more of reasons contemplated in *subregulation (3)*, an *ad-hoc* decision should be taken by the Head of the assessment body or his or her representative at that time.
- (iii) Support will include arrangements for learners to write in a venue other than the assessment centre at which the learner is registered or the postponement of assessment until the supplementary or following examination/assessment period.
- (iv) In emergency cases, documents may be delivered three (3) days after the decision has been taken.
- (v) The Head of the assessment body or his or her representative may change the original decision within three (3) working days if no valid documents have been presented.

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

(1) Responsibilities of School

- (a) The principal of the school is responsible for the overall management of support for learners in need of differentiated assessment and accommodations.
- (b) The School-Based Committee is responsible for identifying the learners, completing the application forms, attaching all the

relevant supporting documents, forwarding the documentation to the District-Based Accommodation/Concessions Committee and implementing the decision of the District-Based Accommodation/Concessions Committee.

(2) Responsibilities of the District/Region

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

(3) Responsibilities of the Provincial Structure

- (a) The Provincial Based Accommodation/Concessions Committee must review the applications and forward the applications for differentiated assessment and accommodations to the sub-structure of the Provincial Based Accommodation/Concessions Committee for a thorough evaluation and recommendations.
- (b) The Provincial Based Accommodation/Concessions Committee must make a final decision and submit recommendations per learner to the Director: Assessment and Examinations indicating the specific differentiated assessment and accommodations required.
- (c) The Provincial Based Accommodation/Concessions Committee must ensure that the panel of readers and scribes are trained annually prior to the writing of the examinations.

- (d) Scribes and readers or any other persons required to assist the learners during the assessment and the examinations must be remunerated in terms of the tariff as stipulated in the PAM.

(4) Responsibilities of the Director: Assessment and Examinations

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

(5) Procedural Arrangements, Applications and Data Management

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

| Barrier to Learning | Support Needs Assessment Forms (SIAS) | Psycho-educational assessment | Medical Report | Supporting historical evidence | Teacher comments | School Report | School Samples |
|--|---------------------------------------|-------------------------------|----------------|--------------------------------|------------------|---------------|----------------|
| Visual impairment /colour blindness | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Deaf/ Hard of Hearing/ Deaf Blind | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Physical Barriers | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Learning Difficulty | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Behaviour, Anxiety, ADD/ ADHD/ Autism/ Psycho Social Disorders | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Limited Functional Speech | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Other Medical Conditions | ✓ | | ✓ | ✓ | ✓ | ✓ | |

- (b) Parents should be informed of the support or accommodations in assessment planned for the learner.
- (c) Application for accommodations must be made on the prescribed forms by the school as determined by the province.
- (d) The assessment directorate must respond within three months of the application being received by the Department of Basic Education.
- (e) Braille of documents and examination question papers will be managed timeously by the school in the grades below Grade 12 or the Department of Basic Education in the case of Grade 12.

- (f) Security arrangements to secure the end-of-year examination papers must apply during the adaptation process and all persons involved must sign confidentiality forms.
- (g) The personal profile of learners on the IT system may include the barrier experienced and the accommodations required by learners.
- (h) An independent assessment body may determine its own procedural arrangements, applications and data management.

ANNEXURE D1

PRACTICAL EXAMINATION IN COMPUTER APPLICATIONS TECHNOLOGY AND INFORMATION TECHNOLOGY

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

by defective electrical apparatus. Preferably each computer room should be on its own circuit breaker as strenuous load, for example, due to air conditioners create problems.

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

session starts. This includes emptying the recycle bin. Candidates from two sessions should not make contact.

- (11) Printing certain work may be required by the examination paper. Ensure the following-
 - (a) printers are installed;
 - (b) Printers must print clearly.
 - (c) Use new cartridges, if possible.
 - (d) The assessment body is responsible for supplying sufficient suitable paper for printers.

- (12) Ensure that the following settings for each computer are correct and in keeping with South Africa-
 - (a) date and time; and
 - (b) regional settings (South Africa).

- (13) Compact disks or related storage media:
 - (a) The assessment body must supply each examination centre with at least three (3) CDs/DVDs or related storage media (one for backup) per mark sheet sent to the school on which to save the candidate's work on.
 - (b) One [backup] CD/DVD containing the candidates' saved answers must be submitted immediately after writing to the relevant assessment body and two (2) duplicate backup CDs/DVDs kept at the centre.

- (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 the network cables 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 and the file re-direction setup must be tested to ensure files are not pointing to one 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) Electronic 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) There should be at least two (2) additional computers and one (1) additional printer available as backup.
- (18) 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 technical assistance if computers are faulty. This teacher is NOT part of the invigilation team and may not work on any computer during the writing session, unless to provide technical assistance.

(19) Invigilation

- (a) A minimum of two teachers must be present as invigilators in any one computer 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 candidate | Computer Applications Technology/Information Technology teacher | Invigilators | End-of-session assistance | Total number of invigilators during the end of the session |
|----------------------------|--|---------------------|----------------------------------|---|
| Less than 10 | 1 | 1 | 1 | 3 |
| 10 – 25 | 1 | 2 | 2 | 5 |
| 26 – 40 | 1 | 3 | 3 | 7 |
| More than 40 | 2 | 4 | 4 | 10 |

(20) Document retrieval

- (a) One week before the examinations commence, schools must receive a disk or related storage media containing the documents (data files/folders) for retrieval on the day of the examination.
- (b) The responsible teacher must make a backup copy of this storage media immediately and determine if he or she can access the files. Thereafter, the original and the backup storage media is placed in safekeeping with the principal of the school. Any problem with accessing the files must be reported to the assessment body immediately.
- (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 to candidates or any other learners or teachers on this day.

- (d) It is essential that each folder is carefully prepared a day before the examination session commences.
 - (e) The teacher must ensure that each candidate has an electronic folder clearly marked with that candidate's examination number and the centre number.
 - (f) Candidates may, under no circumstances, have access to the examination data (folders/files) prior to the examination.
- (21) All security processes must be carried out under the supervision of the chief invigilator.
- (22) 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 any communication between candidates in the two groups.
- (23) 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.
- (24) Candidates may use the help functions on the computer.
- (25) Where candidates may have visible access to adjacent computers, dividers between workstations must be set up.

5. Procedure during the examination session

- (1) Invigilators play a vital role in ensuring that no copying of any kind takes place. Therefore, it is crucial that all supervisory requirements are strictly adhered to.
- (2) The additional assistant used at the end of the session (last 30 minutes of the session) must assist with printing (if required) and verifying that candidates' files are written to CDs/DVDs and are saved correctly and

ensure that all candidates' files/folders saved on the CDs/DVDs can be accessed afterwards. In the event of stand-alone computers, invigilators must use flash drives to retrieve all candidates' work from the individual workstations. Invigilators must ensure that no editing or keying in takes place after the examination time has elapsed.

- (3) Candidates should save their work at regular intervals, e.g. every 10 minutes. In addition, auto save recovery options should be set to every five minutes.
6. If a power failure occurs during the examination, the following procedure should be followed-
- (1) Candidates are to remain in the computer room until the power supply has been restored or two (2) hours have elapsed.
 - (2) Candidates may not communicate with each other while waiting for the power supply to be restored.
 - (3) The time lost during the power failure should be allowed as additional examination time.
 - (4) If, after two hours, the power supply has not been restored yet, the examination should be rescheduled.
 - (5) The Department of Basic Education and the assessment body should be informed of the power failure immediately.
 - (6) When a power failure occurs, the centre manager should inform the local authorities immediately. He or she should also ascertain, if possible, how long the power failure is likely to last.
 - (7) The disks with the work completed by the candidates are to be handed in and submitted to the assessment body.

- (8) In the case of an examination being cancelled due to a power failure, the candidates should write the backup examination question paper on another date.
 - (9) In the event where two examination sessions are scheduled during an examination, namely in the morning and afternoon, the above procedure applies to both sessions.
7. In the event of a computer breakdown during the examination, the following procedure should be followed-
- (1) Candidates must be moved to backup equipment immediately, and appropriate additional time must be provided to the candidates concerned. A maximum period of 10 minutes must be provided in cases where the work has not been saved by the candidate.
 - (2) No additional time will be allowed for work lost that was not correctly saved.
 - (3) Candidates must complete the examination question paper within the set time.
 - (4) Only the printing, saving of learners' work to CD/DVD and testing of CDs/DVDs will be allowed after the set time has elapsed.
 - (5) Printouts
 - (a) Invigilators must take all precautionary measures to ensure that the candidates' files are written to CD/storage media and are able to be opened correctly.
 - (b) Any printouts as required by the examination question paper must be handed in to the invigilator.
 - (c) In certain instances, candidates may print their work to show evidence of work done, in the case of software failure. This must

then be submitted with a letter giving an explanation as to what happened.

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

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

- (1) The responsible teacher will divide the candidates into two groups.
- (2) Group 1 will complete the examination during the first sitting and Group 2 will complete it during the second sitting.
- (3) Candidates in Group 2 must meet at least one hour before the end of the first sitting. They will be supervised and escorted to the computer room before the start of the second sitting and after all the candidates from the first sitting have left the computer room.
- (4) No candidate may leave the examination room before the end of the examination session.
- (5) No contact between the two groups is permitted during either of the two sessions.

9. Responsibilities of candidates

- (1) Each candidate must fill in his or her examination number, the examination centre number and the workstation number as well as complete the information sheet and/or folder accompanying the examination question paper.
- (2) Candidates must further indicate what software packages they have used in completing the examination question paper.

- (3) Ensure that each candidate has saved his or her work and that it is available on the disk/storage media/folder provided by the assessment body.
 - (4) These disks or storage media must be submitted, together with the printouts (if applicable) to the examination section of the assessment body.
 - (5) After completion of the examination, the candidates must make sure that each file is stored in his or her examination folder and that each file opens from the storage media.
 - (6) Where two groups of candidates will use the same computer and printer, it is essential that the first group of candidates close all their files on the computer and remove all printouts before [the] that computer and/or printer is used by the next group of candidates.
10. After the practical examination session, the following procedure must be followed-
- (1) The responsible teacher must make two (2) backup or duplicate copies of candidates' work on relevant storage media. One disk must be send to the marking centre and two (2) disks must be kept at the school.
 - (2) After each CD/DVD has been written, the invigilator/teacher must ensure that all folders/files can be accessed and opened.
 - (3) Printouts required and disks must be handled in the following way-
 - (a) Each printout must have the candidate's examination number inserted as a header.
 - (b) Check that the printouts of a candidate are in the correct order, if applicable. Only one printout per question must be submitted.
 - (c) Place the candidate's information sheet, printouts and disk in a specially designed examination folder (standardised format). This

will not be applicable if all the candidates' folders are written to one CD/DVD.

- (d) The examination number and the centre number must be clearly indicated on all media submitted to the assessment body.
- (e) Organise all folders numerically and place them in a marked box/bag.
- (f) Answers to questions will be marked from the disks or storage media, therefore it is essential that disks or storage media reach the marking centre intact.

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

ANNEXURE E1

**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
(NAME OF SCHOOL)
examination).

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 F1

APPOINTMENT OF MARKERS

1. An excerpt from the Personnel Administration Measures

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

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

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

- (1) a recognised three-year post school qualification, which must include the subject concerned at second or third year level or other appropriate post matric qualifications;
- (2) appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned;
- (3) language competency; and
- (4) in addition to the above criteria, preference should be given to serving teachers who are presently teaching the subject concerned.

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

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

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

2. Payment of Markers

This section is applicable only to public schools

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

ANNEXURE G1

MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

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

8. Region, or Examination centres: All examination centres are registered and allocated to a region and district, as well as according to their respective provinces.
9. Candidates' documentation history: Candidates, who enter on a continuous basis (repeaters) and apply for certification, are processed along with their historical information for possible combination certification.
10. Document issuing and issues: Enquiries with regard to all system documents issued or controlled by the Department of Basic Education via the computer system.
11. Preliminary number of candidate entries: Documentation should be available to be used by management to gauge the number of candidate entries per school, with a view to planning, budgeting and stationery requirements.
12. Re-marking and re-checking: When a candidate applies for re-marking or re-checking, his or her marks are suspended and re-marking or re-checking takes place.
13. Supplementary examinations: Candidates who qualify for supplementary examinations or informed by letter that their certificates are withheld.
14. 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.
15. 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.
16. Timetable: Dates, times and the duration of each examination question paper are maintained for candidate admission letters, payment of examiners, etc.

17. System parameters and system index maintenance: Standard/generic information used, etc., are maintained by the systems administrator.
18. Examination marking claims: Control and payment of examiners for bulk marking sessions by means of a cheque or direct payment is managed by the Provincial Education Department.