
GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

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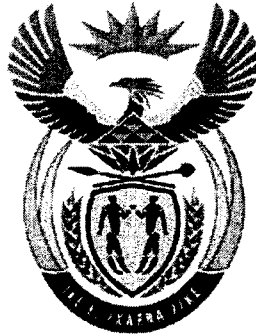
17 September 2004

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

**NATIONAL POLICY REGARDING FURTHER EDUCATION AND
TRAINING PROGRAMMES: APPROVAL OF THE DRAFT POLICY
DOCUMENT, *NATIONAL POLICY ON THE CONDUCT, ADMINISTRATION
AND MANAGEMENT OF THE ASSESSMENT OF THE SENIOR
CERTIFICATE* AS NATIONAL EDUCATION POLICY**

1. I Grace Naledi Mandisa Pandor Minister of Education, hereby, in terms of *Sections 3(4)(l) and 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)* and *Sections 6(A) and 61 of the South African Schools Act, 1996 (Act No. 84 of 1996)*, approve the draft policy document, *National policy on the conduct, administration and management of the assessment of the Senior Certificate* as national education policy.
2. The policy document, *National policy on the conduct, administration and management of the assessment of the Senior Certificate* will govern the Senior Certificate examinations applicable to all assessment bodies.
3. This policy is hereby published in terms of *Section 7 of the National Education Policy Act, 1996 (Act No. 27 of 1996)*.

GNM Pandor, MP
Minister of Education
Date:



Department of Education

**NATIONAL POLICY ON THE CONDUCT,
ADMINISTRATION AND MANAGEMENT OF THE
ASSESSMENT OF THE SENIOR CERTIFICATE**

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DEFINITIONS

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

Assessment Body	a department of education or any other body registered with the Umalusi, the Council for General and Further Education and Training Quality Assurance as a body responsible for conducting external assessment.
Assessment Centre	a centre registered by an accredited assessment body in terms of <i>Section 18</i> of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> .
Assessment Process	includes the total process of assessment that commences with the registration of candidates, the setting of the question papers, moderation, the security and integrity of such assessment, internal and external, the marking and processing of results and the certification thereof and relates with any action therewith.
Candidate	a person or learner who has entered for an assessment activity.

Certificate of**Complete Exemption**

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

Certificate of**Conditional****Exemption**

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

Chief Examiner

is a person responsible for the setting, translation, editing and final proof-reading of a national or provincial external question paper, memoranda and other assessment material as may be applicable. The Chief Examiner has overall responsibility for the final marking of the external question

	paper appointed for. This definition also includes Chief Marker.
Chief Executive Officer	refers to the chief executive head of Umalusi, the Council for General and Further Education and Training Quality Assurance.
Chief Invigilator	is the Principal of a registered assessment centre or another person specifically appointed in that capacity who is accountable and responsible for the administration of the examination of the Senior Certificate and other related assessment matters, at the assessment centre.
Chief Marker	is the person overall responsible for the final marking of an external question paper written under the auspices of an accredited assessment body by Umalusi.
Deputy Chief Examiner	is the person assisting the Chief Examiner with the translation, editing and final proof-reading of a national or provincial external question paper, memoranda and other assessment material as may be applicable. The Deputy Chief Examiner, together with the Chief Examiner, is responsible for the final marking of such external question paper.
Deputy Chief Marker	is the person who assists the Chief Marker with the final marking of an external question paper.
Examination	is a component of the assessment process and refers to the culmination of the summative assessment process when

learners in Grades 10 - 12 are subjected to a final sitting at the end of the year.

Examination Sitting

is either a main examination sitting during October to November each year or a supplementary examination sitting. Examination sittings are only combined in cases where medical and/or other evidence warranting a combination of two assessment sittings is submitted to the satisfaction of the assessment body, being Umalusi, the Council for General and Further Education and Training Quality Assurance or the Matriculation Board, statutorily known as the Committee of Principals.

Full-time candidate

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

Grade

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

Hard Copy

is a paper copy of an external question paper or memorandum or any other assessment material.

Head of Department	refers to the Head of an education department.
Head of the Institution	refers to the educator appointed as Principal or acting as principal of a school or the head of any other registered learning institution.
Independent School or Learning Institution	is in terms of the <i>South African Schools Act, 1996 (Act No. 84 of 1996)</i> as amended and the <i>Further Education and Training Act, 1998 (Act No. 98 of 1998)</i> , a school or learning institution or distance learning college not registered as a public school or Adult Basic Education and Training (ABET) centre at a provincial education department. Such school or institution may or may not participate in assessment under the auspices of a provincial education department as assessment body.
Internal Assessment	means any assessment conducted by the provider, the outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to School-Based Assessment or Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment that form part of the final assessment.
Invigilator	is a person duly appointed and responsible for the conduct of an examination or related examination activity at the assessment centre. Invigilators would be educators or reputable members of the community.

Learner	refers to any person, including part-time learners, receiving education at a public or independent school or learning institution.
Learning site	the environment or location where learners are given the opportunity to access the learning programme.
Marker	is the person who is appointed to mark an examination question paper.
Matriculation Endorsement	"matriculation endorsement" means the effecting of an endorsement by the Council for Quality Assurance in General and Further Education and Training (Umalusi) in terms of the provisions of the <i>Section 16(7) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> and the provisions of the matriculation endorsement and exemption regulations published in <i>Government Notice 1226</i> of 1 December 2000, and amended by <i>Government Notice 1001</i> of 12 October 2001, <i>Government Notice 1272</i> of 11 October 2002 and <i>Government Notice 1354</i> of 26 September 2003, that a Senior Certificate candidate has satisfied the requirements for matriculation endorsement.
MEC	the member of the Provincial Executive Council responsible for Education.
Part-time candidate	is a person who does not attend and receive any full-time tuition.

Personnel**Administration****Measures (PAM)**

is the policy document which outlines and governs the remuneration and other service conditions of educators employed in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)*.

SACE

The South African Council for Educators is in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)*, a statutory body.

School or**Learning Institution**

is the environment or location where learners receive the opportunity to access learning programmes. A public or independent school or learning institution may enroll learners in one or more grades between Grade R and Grade 12 or in any combination thereof.

Senior Certificate

is the current certificate that is awarded as a final exit qualification at the end of Grade 12 to candidates who have complied with national education policy as stipulated in the policy document, *A résumé of instructional programmes in schools, Report 550 (2001/08)*.

Senior Marker

The person who, together with the Chief Marker or Deputy Chief Marker, takes responsibility for a group of markers of an external question paper at a marking centre.

Service Contract

is a binding and legal agreement between a provincial education department as assessment body and an Independent School or Learning Institution or a college for distance education to be registered as an assessment centre

in respect of the administration, running and management of an examination or other assessment activities as may be required.

Stakeholder

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

Subject Grade

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

Umalusi

Umalusi, the Council for General and Further Education and Training Quality Assurance established in terms of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

Venue Manager

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

CHAPTER 1

INTRODUCTION

1. General

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

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

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

2. Assessment

Assessment refers to gathering evidence to make a judgment or describe the status of learning of an individual or group. Assessment should be linked to learning, teaching and not be viewed - or used - in isolation. The main aim of assessment,

is not simply to judge the outcome of learning, but to provide a supportive and positive mechanism that helps learners to improve their learning and teachers to improve their teaching and thereby to contribute to the efficiency of the learning and teaching programme.

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

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

3. Policy documents

- (1) The two relevant Senior Certificate documents, namely *A résumé of instructional programmes in schools*, Report 550 (2001/08) and the *National Policy on the Conduct of the Senior Certificate examinations* (Government Gazette, Vol. 409, No. 20280 of 9 June 1999) focus on the administration and management of the Senior Certificate.
- (2) Furthermore, the two above-mentioned policy documents should also be amended in terms of the most recent legislation in this field, namely the:

- (a) The *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)* which clearly defines the roles of the relevant applicable bodies and emphasises quality assurance instead of certification; and
- (b) *Section 61 of the South African Schools Act, 1996 (Act. No. 84 of 1996)* as amended, allowing the Minister to make regulations on:
 - (i) A national curriculum statement applicable to public and independent schools by setting minimum outcomes and standards;
 - (ii) A national process and procedures for the assessment of learner achievement in public and independent schools; and
 - (iii) A national process for the assessment, monitoring and evaluation of education in public and independent schools.
- (3) Considering the above, the *National Policy on the Conduct of the Senior Certificate examinations (Government Gazette, Vol. 409, No. 20280 of 9 June 1999)* will be replaced by this document that has been developed with the aim of ensuring the necessary policy support for the Senior Certificate examinations for the catering of part-time learners during the transitional phase of the Certificate.

CHAPTER 2

THE PURPOSE OF THIS DOCUMENT

4. General

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

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

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

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

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

5. Supporting legislation

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

6. Supporting policy documents and regulations

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

- (1) *Formal Technical College Instructional Programmes in the RSA*, Report 191 (2001/08);
- (2) Regulations under the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*; and
- (3) Matriculation Endorsement and Exemption Regulations, *Government Gazette, Vol. 426, No. 21805* of 1 December 2000, as amended in *Government Gazettes, Vol. 448, No. 23900* of 11 October 2002 and *No. 25506* of 26 September 2003.

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

CHAPTER 3

FUNCTIONS ACCORDED TO VARIOUS QUALITY ASSURANCE AND ASSESSMENT BODIES

7. Functions of assessment bodies

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

- (1) South African Qualifications Authority (SAQA);
- (2) General and Further Education and Training Quality Assurance Council (Umalusi);
- (3) Department of Education;
- (4) Public providers;
- (5) Independent providers;
- (6) Assessment bodies; and
- (7) South African Universities Vice-Chancellors' Association (SAUVCA), statutorily known as the Committee of Principals and for the purpose of this document the meaning of these bodies will be the same as stated in the Act.

CHAPTER 4

CONDUCT OF INTERNAL ASSESSMENT

8. General requirements: Norms and Standards

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

is registered for the full Senior Certificate, must have the approval of the Heads of both institutions and such candidates must be internally assessed.

- (c) The centre of registration is that centre where the candidate is registered for the full Senior Certificate, and the Principal of such centre remains responsible for the reporting of the internal assessment mark of the candidate to the assessment body. It is the responsibility of the institution offering the subject or additional subjects to ensure that internal assessment results are forwarded to the institution where the candidate is registered.
- (5) The internal assessment mark for continuous assessment must count 25% and, where applicable, the performance assessment (practical) component must count a further 25% towards the final promotion mark or any other percentage determined from time to time. The relative weighting of the internal assessment mark towards the final promotion mark should be determined by national policy.
- (6) The absence of an internal assessment mark in any subject will result in the candidate registered for that particular subject receiving an "incomplete" result.

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

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

- (2) All directives issued by the Council for Quality Assurance in General and Further Education and Training (Umalusi) in respect of internal assessment must be strictly adhered to.
- (3) The provincial internal assessment policy document for each subject must contain an explanation of the different components comprising the internal assessment mark, minimum requirements for each component in terms of frequency and nature and the relative weighting of each component in relation to the final internal assessment mark. Other conditions, as may be set, must also be adhered to.
- (4) With a view to ensuring some degree of control and promoting the authenticity of internal assessment practice, some components of the internal assessment mark may be administered in a controlled environment.
- (5) Learner portfolio:
 - (a) The learner portfolio must be a collection of the learner's work that was used to compile his or her internal assessment mark.
 - (b) Every learner must submit a portfolio per subject.
 - (c) The portfolio must contain all evidence used to calculate the learner's internal assessment mark in the subject.
 - (d) A portfolio must:
 - (i) Consist of five assessment components. The mark for each component will be derived from one or more assessment

- tasks (e.g. two tests and the preparatory assessment are equal to one component, i.e. formal testing);
- (ii) Provide evidence for moderation;
 - (iii) Contain a range of assessment methods, including not more than one component of formal testing;
 - (iv) Utilise methods chosen to accommodate assessment of learning outcomes and to show competency; and
 - (v) Show progression in that assessment must provide evidence of the teaching and learning towards the attainment of the learning outcomes throughout the year.
- (e) All work must be evaluated, checked and authenticated before being taken up into the learner portfolio.
- (6) Educator portfolio:
- (a) The educator portfolio must be a full and complete record of the interaction between the educator and learner in the particular subject.
 - (b) Educators must submit a portfolio for every subject taught in respect of the Senior Certificate.
 - (c) Failure to submit a portfolio must constitute an act of misconduct and will be dealt with in accordance with the *Employment of Educators' Act, 1998 (Act No. 76 of 1998)*.
 - (d) Where two or more educators are responsible for the teaching of the same subject, each educator must present a separate portfolio.

- (e) The educator portfolio must be available when monitoring and moderation, at whatever level, take place.
- (7) Where the learner fails to comply with the minimum requirements of any component of the internal assessment mark, the following must apply:

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

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

- (a) Medical reasons as supported by a valid medical certificate issued by a registered medical practitioner;
 - (b) Humanitarian reasons, e.g. the death of an immediate family member, if supported by valid written evidence;
 - (c) The learner appearing in a court hearing; supported by written evidence; or
 - (d) Any other reason as may be declared valid by the Head of Department or his or her nominee.
- (8) Learners must be reminded that the fabrication of evidence constitutes fraud.
- (9) In the event of a learner failing to comply with the internal assessment requirements of a particular subject on the basis of valid reasons, evidence

of such valid reasons must be included in the learner portfolio for that subject.

- (10) Where the learner does not comply with the minimum requirements of internal assessment for a subject without a valid reason, a “0” (nought) is recorded and 0 is used in the compilation of the mark for the particular component of internal assessment as a whole (Annexure A).
- (11) A distinction must be made between the use of nought (0) in the event of a candidate not complying with the minimum requirements of internal assessment for a subject without a valid reason and a candidate not complying with the minimum requirements of internal assessment for a subject on the basis of a valid reason. This distinction has an impact on the calculation of the candidate’s final mark in respect of internal assessment.
- (12) Where the subject educator does not comply with the minimum requirements for internal assessment in the subject he or she is responsible for, and learners may be disadvantaged through no fault of their own, this constitutes an act of misconduct and must be dealt with in accordance with the provisions of the *Employment of Educators’ Act*. Such learners will be accommodated in terms of fair administrative practice and marks adjusted appropriately.

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

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

- (2) Monitoring is the process of determining whether the minimum requirements for internal assessment in a particular subject, in terms of components and frequency, have been adequately met.
- (3) Moderation is the process of adjudging whether minimum requirements of internal assessment in a particular subject, in terms of quality and standard, have been met adequately.
- (4) Independent schools, learning institutions and distance learning centres, preparing candidates for the Senior Certificate as administered by a provincial education department, must be registered as assessment centres with that provincial education department and must adhere to, and be subjected to, all monitoring and moderation procedures, regulations or other requirements.
- (5) All directives issued by Umalusi in respect of monitoring or moderation must be strictly adhered to.
- (6) Directives aimed at the provisioning of assistance to educators in ensuring greater authenticity to internal assessment may be issued by a provincial education department, as assessment body, as schedules or annexures to this policy.

CHAPTER 5

LEARNERS TO BE ASSESSED

11. Admission: General

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

12. Admission: Norms and Standards

(1) Full-time candidate

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

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

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

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

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

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

13. Entries: Norms and standards

- (1) To be examined a candidate must register with an assessment body before the prescribed date.
- (2) No candidate is permitted to change the grade on which he/she will offer subject/s after the due date for submission of final entries. Should a candidate change grade(s) after the final submission date, (i.e. at the assessment centre) such a change will constitute an irregularity and will therefore be dealt with as an irregularity.
- (3) The candidate and his/her parents/guardian will have the final right to decide the grade on which the candidate will be assessed in a particular subject.
- (4) All learners attending public schools should be obliged to be examined in the Senior Certificate examination of the relevant provincial department of education, except in cases where the subject offered by the learner is not assessed by the provincial department of education.

- (5) The common deadline for the registration of full-time candidates should be 15 March of the year of the examination. No registrations should be accepted after this date unless there are exceptional circumstances and the Head of Department or his or her representative approves such registration based on the exceptional circumstance. Candidates who wrote the supplementary examination and were unsuccessful will be given 15 working days following the release of the supplementary results to register for the examination.
- (6) Entry forms for part-time candidates must be made available by the assessment body. The common deadline for the registration of candidates should be 15 March of the year of the examination.
- (7) The accurate capture of the registration details of the candidate is fundamental to the processing of the candidate's final results and therefore assessment bodies must ensure that candidates' information is accurately captured. The information furnished on the entry forms must be processed and sent to assessment centres for checking prior to the assessment date. At this stage only corrections should be made. Each province should determine the format of the entry form and the detailed procedure to be followed in the registration of candidates.
- (8) Assessment bodies must ensure that candidates are placed on the appropriate subject grades.
- (9) Transfer of candidates from one province to the other must be mutually agreed upon by the assessment bodies concerned. If no mutual agreement is obtained, the matter must be referred to the Minister for intervention.

- (10) In respect of unregistered learners who present themselves for an examination the following will apply:
- (a) Learners must be informed well in advance that unregistered candidates will not be assessed internally or permitted to undertake the final examination
 - (b) In cases where the non-registration of candidates can be attributed to an error or omission by the Head of the Institution or any other official, the candidates must be allowed to undertake the examination and thereafter the cases must be handled as a technical irregularity.

14. Entries: Guidelines

- (1) Candidates should be provided with appropriate advice and guidance with regard to grade choices at school and this should commence in the Grade 10 year.
- (2) The Head of the Institution may recommend to the Provincial Head of Department the cancellation of an entry of a candidate after the entry has been accepted, if the candidate is irregular in attendance and/or has committed a serious misdemeanour. The Provincial Head of Department must apply his or her mind to the circumstance and his or her decision is final.

15. Fees: Norms and Standards

- (1) The Minister of Education, after consultation with the Members of the Executive Councils (MECs), may also levy fees for the assessment process, in particular with regard to candidates at independent institutions.

In such cases the institution will be responsible for payment of such fees to the assessment body.

- (2) The Minister may also, after consultation with the Members of the Executive Councils (MECs), levy a fee for the re-marking of scripts. If the re-marking process results in an improvement of the symbol obtained by the candidate, the fee must be refunded to the candidate.
- (3) A fee may be levied for the supplementary examination. In a case where a candidate is absent from the October/November examination owing to medical or other special reasons, the assessment fee paid for the October/November examination will be carried over to the supplementary assessment.

16. Assessment manual: Norms and Standards

- (1) Assessment bodies must develop an assessment manual, which must be approved by the Head of Department in the province. All assessment bodies must be provided with a manual on the conduct of the assessment processes. The manual must at least address the following issues:
 - (a) Subjects that will be examined;
 - (b) The number of question papers per subject;
 - (c) The format of question papers;
 - (d) The duration of question papers;
 - (e) Mark allocation; and
 - (f) Differentiation.

17. Language Medium: Norms and Standards

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

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

- (1) Internal assessment, oral work, practical work and assignments, if prescribed by the assessment requirements, must be assessed and hence form part of the assessment.
- (2) The composition of the internal assessment, oral or practical mark and the method of assessment must be clearly outlined to learning centres through directives given by Umalusi. It is the responsibility of the assessment bodies to ensure that all educators comply with the method of assessment of oral/practical work.
- (3) The internal assessment, oral, practical and the year mark must be subjected to a moderation mechanism put in place by the assessment body and the Umalusi standardisation process. The moderators must agree upon clear and detailed guidelines before they undertake the moderation process so as to ensure that uniformity of standards is maintained.
- (4) The combination of the internal assessment component must not exceed 25%, or 50% in the case of subjects with a performance assessment component.

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

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

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

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

- (a) Grades 11 and 12: internal assessment must be a compulsory component of the promotion marks. The internal assessment component must be at least 25% of the mark on the report card, or of the promotion mark.

Learners with subjects with an approved practical component are entitled to an additional 25% internal assessment mark, over and above the approved CASS mark, provided that the practical component is either externally set or externally moderated. Learners offering subjects qualifying for an additional 25%

practical component, will be allocated a maximum internal mark of 50% in Grades 11 and 12.

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

20. Assessment concessions: Norms and Standards

- (1) The following concessions in respect of languages may be applied to candidates who experience barriers related to aural impairment, aphasia and dyslexia:
 - (a) In the case where two languages are required only one language, at First Language level need to be offered, provided that an additional instructional offering is offered in lieu of the second language.
 - (b) In cases of candidates with aural impairment, whose language of instruction is not their home language, the language referred to in paragraph 19(1)(a) above, may be offered at Second language Level.
- (2) Further concessions related to reading and writing may be granted in accordance with *White Paper 6*.

21. Absentees: Norms and Standards

- (1) In the case of illness or any other circumstances beyond the control of the candidate, medical certificates, affidavits or acceptable proof are to be countersigned by the Head of the Institution concerned before submission to the assessment body. Where the authenticity of a candidate's claim is in doubt, the Head of the Institution is to advise the Head of Department in writing, and then investigate the matter further.
- (2) Candidates who absent themselves from an assessment for no valid reason must not be permitted to enter the supplementary assessment.

22. Absentees: Guidelines

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

23. Supplementary examination: Norms and Standards

- (1) A candidate, who did not register for a subject in the November examination, may not be permitted to be examined in an examination in that subject in the supplementary examination.
- (2) Only the following candidates qualify for the supplementary examination, including:
 - (a) A candidate who becomes ill during the October/November examination, on condition that he/she produces a medical certificate;

- (b) A candidate who has not met the minimum promotion requirements in the examination but requires one subject to obtain a final promotion. Such a candidate may register for a maximum of two subjects;
 - (c) A candidate who obtains a conditional exemption, i.e. one requirement short of a Senior Certificate with endorsement will be allowed to register for a maximum of two subjects; and
 - (d) A candidate who provides documentary evidence that he/she qualifies for admission to university or any other higher education institution but does not satisfy the higher education faculty/department/subject requirements. Such a candidate will be allowed to register for a maximum of two subjects.
- (3) In the case of a death in the family or other special reasons for absence, admission to the supplementary examination is at the discretion of the Head of Department.
 - (4) In the case where an irregularity is being investigated, provisional entry may be granted to the candidate concerned, pending the outcome of the investigation.
 - (5) In cases where the reason for admission to the supplementary examination needs to be supported by documentary evidence, it is imperative that the Head of the Institution be requested to recommend or not recommend the admission of the candidate concerned.
 - (6) Candidates must write the supplementary examination on the same grade as the grade on which the subject was examined in the November examination.

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

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

¹ Foreign diplomats in South Africa and South African diplomats in foreign countries.

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

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

- (8) The assessment body will be responsible for the confirmation of the submission of all examination materials. Costs regarding this correspondence will be borne by the candidate.
- (9) Conformation to the South African Standard Time requirements:
 - (a) It is a pre-requisite that candidates conform to the South African Standard Time requirements for the respective question papers.
 - (b) Where this is not practicable in terms of vast time zone differences, a quarantine period commencing at the time of the question paper will apply.
- (10) Resulting additional costs will be met by the candidate in this regard.

CHAPTER 6

PREPARATION FOR THE EXAMINATION

25. Management plan relating to examination: Norms and Standards

- (1) Assessment bodies must have a clear and detailed management plan that must include the following relating to examination and monitoring:
 - (a) Objectives or targets to be achieved pertaining to the examination process;
 - (b) Possible steps and processes that will lead to the achievement of the targets;
 - (c) Persons responsible/accountable;
 - (d) Time plan; and
 - (e) Monitoring of the examination process.

26. Management plan relating to examination: Guidelines

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

27. Advance planning of the examination: Norms and Standards

- (1) Preparation for the final examinations carried out by the assessment bodies must commence not later than eighteen (18) months prior to the examination.
- (2) Question papers that are set by the Department of Education (nationally set subjects) and other assessment bodies must cover the core syllabi adequately and must be of a standard acceptable to Umalusi.
- (3) The instructions and procedures which individual examiners or a panel of examiners must adhere to, must be determined by the Department of Education and the assessment body.
- (4) The criteria for the appointment of educators for examination-related work are contained in the Personnel Administration Measures (PAM), determined by the Minister of Education in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* and the regulations made in terms of the Act (Annexure C).
- (5) An examiner and an internal moderator must be appointed by assessment bodies for a maximum period of four (4) years with a mechanism in place to terminate the appointment of an examiner if he/she is unable to comply with the necessary requirements and standards. If a panel is appointed, the chief examiner in the panel may be appointed to fulfil the functions of an internal moderator.
- (6) The remuneration for the performance of examination-related duties and the compensation for travel and subsistence costs are contained in the Personnel Administration Measures (PAM) determined by the Minister of

Education in terms of the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* and the Regulations made in terms of the Act.

- (7) When candidates need to answer only a selected number of questions from those given in a question paper, an instruction to this effect should appear on the question paper to indicate to the candidate what marking procedure will be followed.
- (8) All question papers that are not in English or Afrikaans must have an instruction page in English as well as the language of the question paper.

28. Advance planning of the examination: Guidelines

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

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

- (1) The Department of Education and assessment bodies must ensure that:
 - (a) Examiners in the respective subjects set the question papers and prepare the memoranda for the question paper concerned, for the final and the supplementary examination as well as an additional question paper;

- (b) The October/November external question paper and the supplementary question paper are set at the same time so as to ensure that the standard of both these papers is the same;
 - (c) Question papers conform to the core syllabus, adequately provides for differentiation and that it is of the required standard;
 - (d) The internal moderator is satisfied that the question paper conforms to the requirements of the nationally approved core syllabus and that it is of the required standard and adequately provides for differentiation; and
 - (e) All examiners and internal moderators comply with all instructions issued to them by the Department of Education and the assessment body.
- (2) Where an internal moderator is appointed, he/she may not be involved in the setting of the question paper, since he/she is required to provide an objective and critical review of the question paper in terms of its coverage of the subject statement and the overall standard.
- (3) It is the responsibility of the Department of Education and the assessment body to ensure that all question papers are approved by the internal and external Umalusi moderators. The Department of Education and the assessment body must ensure that all changes recommended by the internal and the external moderator(s) are made to the question paper. In the case of a disagreement between the examiner and the moderator the following procedure must be followed:
- (a) If the disagreement is between the internal moderator and the examiner, the assessment body should attempt to mediate a

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

- (b) If the disagreement is between the examiner/internal moderator or the external moderator, the Chief Executive Officer of Umalusi should mediate a consensus position between the examiner/internal moderator or the external moderator. If consensus cannot be reached, the decision of the Chief Executive Officer of Umalusi, in this case, is final.
- (4) The Department of Education and assessment bodies must comply with Umalusi's requirements regarding the external moderation of question papers.
- (5) Control of current examiners and moderators lies with the Head of the Department, who is to ensure that examiners and moderators do not participate in any activity that may compromise confidentiality clauses in their contracts.
- (6) The Department of Education and the assessment body must provide examiners and internal moderators with a clear guideline relating to the setting of the question paper. This instruction must at least include the following:
 - (a) The duration of the question paper;
 - (b) The maximum marks;
 - (c) The number of question papers; and
 - (d) The format of the question paper.

(7) Internal moderators must perform the following functions:

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

30. Processing of examination question papers: Norms and Standards

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

31. Processing of examination question papers: Guidelines

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

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

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

CHAPTER 7

CONDUCTING THE EXAMINATION

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

- (1) All independent providers, which request the Department of Education to conduct the Senior Certificate examination for the first time, must register with the Department of Education in terms of the agreed procedures. Satellite centres or subsidiary centres of the registered centre may not be allowed. Every centre should be registered under its own name with the provincial department of education. Prisons, where examinations are administered, must register as assessment centres and such assessment centres must adhere to all assessment regulations and procedures, including starting and finishing times of all examinations.
- (2) Assessment centres must be visited by an official from the district office, regional office or head office, to verify that the necessary facilities required for conducting the examination, are available at the centre.
- (3) Independent institutions may negotiate with the provincial departments of education to accommodate their learners, where possible.
- (4) The head of a centre for private candidates must register with the provincial department of education on or before the closing date that will be announced by the Head of Department. Centres for private candidates must register on an annual basis before 15 March.
- (5) The total number of candidates at a part-time centre may not exceed 500 candidates for any one session.

- (6) Application for registration of an assessment centre must be made on a prescribed form that should be available from the regional offices/district offices of the provincial department of education.
- (7) Assessment bodies must develop criteria for the registration of assessment centres, which may include the following:
 - (a) Registration of centre as an educational institution;
 - (b) Suitable venue to accommodate candidates, i.e. sufficient space and appropriate furniture to seat candidates;
 - (c) Security of venue;
 - (d) Clearance in terms of the local health and fire services by-laws;
 - (e) Provision of proper lighting;
 - (f) Availability of water and toilet facilities;
 - (g) Suitably qualified teaching staff or members of the community who can be trained as invigilators;
 - (h) Availability of a strong room for the safekeeping of assessment material; and
 - (i) The necessary equipment and facilities required for proper assessment of all learners who experience barriers to learning and registered at the specific centre.

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

- (3) The registration of centres should be reviewed every three years.

34. Establishment and registration of assessment centres: Guidelines

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

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

- (1) Assessment centres that do not comply with policy will be de-registered due to the following reasons:
 - (a) Physical relocation of the assessment centre from the premises approved by the assessment body to other premises. All assessment centres are required to operate in the premises, which, after inspection, were approved for this purpose by the assessment body.
 - (i) The following procedure should be followed when a centre relocates to new premises:
 - (aa) Should any centre relocate to new premises, their registration as an assessment centre lapses immediately and they will be forced to seek registration at the new premises from the provincial assessment body.

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

- (b) Intentional undermining of the integrity of the examination
- (i) Assessment centres, where there is clear evidence that “ghost writers” were permitted, of collusion between Chief Invigilators/Invigilators and candidates, of question papers in the care of the centre being given to persons for perusal before the examination and related practices should be closed and the perpetrators prosecuted. It is not sufficient for an offending centre to re-shuffle personnel and to re-deploy another staff member to act as Chief Invigilator. Firm steps must be taken.
- (ii) The following procedure should be followed when it is found that irregular practices took place at an assessment centre:
- (aa) Competent authorities should investigate the above-mentioned irregularities.
- (bb) If clear evidence emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.
- (cc) The owner or management must be informed, in writing, of the intention of the Head of Department to close the centre due to the incidence of irregularities.
- (dd) The owner or management shall be asked to furnish a motivation why the centre should not be closed.
- (ee) The Head of Department shall consider such representations and, in the best interests of the integrity of the examination, take a decision

whether or not to close the centre. Such a decision shall be final.

- (ff) The decision must be communicated in writing to the owner or management.

(c) Maladministration

- (i) Assessment centres may be de-registered if their maladministration results in any disadvantage to candidates or affects the integrity of the examination or impacts negatively on the ability of the assessment body to render a service or, if in reviewing the venue, there is evidence that the venue no longer adheres to the requirements for registration as an assessment centre.
- (ii) The following procedure should be followed when maladministration of an assessment centre occurs:
- (aa) The owner or management of such an assessment centre shall be made aware of the situation, in writing, of the situation and given an opportunity to set matters to rights.
- (bb) Should the maladministration of the centre continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one (1) assessment year) during which time, if the owner or management again demonstrates an inability to administer the process adequately during the probation period, the centre may be de-registered at the end of the assessment year.

- (cc) The owner or management must be informed, in writing, of the intention of the Head of Department to de-register the centre and asked to furnish reasons why this should not be done. The owner or management may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.
- (d) The flouting of assessment policies and guidelines
 - (i) Assessment centres where assessment officials flout assessment rules and regulations and instructions issued by competent authority may be closed.
 - (ii) The following procedure should be followed when assessment policies and guidelines are flouted by an assessment centre:
 - (aa) Instances where it is alleged that assessment officials at centres flout assessment rules and regulations and/or instructions issued by competent authority shall be investigated.
 - (bb) Should substance be found to such allegations, the owner or management shall be warned in writing, specifying exactly the nature of the contravention of rules, regulations and instructions. The owner or management shall be given an opportunity to set matters to rights.

- (cc) Should the flouting of assessment policies and guidelines continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one (1) assessment year) during which time, if a further offence occurs, the centre may be de-registered at the end of the assessment year.
- (dd) The owner or management must be informed, in writing, of the intention of the Head of Department to de-register the centre and asked to furnish reasons why this should not be done. The owner or management may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.

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

- (1) The assessment body must formulate guidelines with regard to the appointment and duties of Chief Invigilators and Invigilators and ensure that all invigilators are appropriately trained (Annexure G).
- (2) In respect of admission of candidates to the examination room, Invigilators must ensure that every candidate produces his/her admission letter as well as proof of identity, preferably his/her official identity document, driver's license or passport on admission to the examination room. However, a full-time learner at a school needs to produce only his/her admission permit since it is assumed that the invigilators know the learner. Invigilators must enforce this admission requirement rigorously.

- (3) If a candidate fails to produce the required documentation, an irregularity will be declared and the candidate will be allowed to present the required documentation to the Invigilator after the examination, failing which the normal procedure pertaining to irregularities must be followed.

37. Reading time: Norms and Standards

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

38. Return of scripts: Norms and Standards

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

39. Examination monitoring team: Norms and Standards

- (1) It is the responsibility of assessment bodies to develop and implement a monitoring policy and to implement such a system. Umalusi will verify the monitoring system and ensure that the outcome of the system is valid.
- (2) All assessment bodies must establish a structure to monitor examinations.

- (3) The monitoring team must visit the assessment centres while the examination is in progress and report on, amongst others, the following:
 - (a) General management of the examination;
 - (b) Invigilation;
 - (c) Condition of examination rooms;
 - (d) Seating of candidates;
 - (e) Control of ten (10) minutes reading time; and
 - (f) Return of scripts.
- (4) The marking process, as described in paragraph 8, should also be monitored. The monitoring team should also visit the marking centres to observe the marking process.
- (5) The provincial department of education must determine the composition of the monitoring team. The monitoring team may include representatives from outside the provincial department of education so as to ensure the credibility of the monitoring team.

40. Examination monitoring team: Guidelines

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