

CHAPTER 8

THE MARKING PROCESS

41. Appointment of markers: Norms and Standards

- (1) Markers are appointed in terms of the Personnel Administration Measures (PAM) (Annexure I).
- (2) All selection panels should be chaired by the relevant provincial Head of Education or his or her designee, since the provincial education department is finally responsible for the appointment of markers.
- (3) In order to ensure that the information provided by the applicant for the position of marker is correct it must be verified by his or her employer. A person applying for the post of marker must be an educator currently offering the subject for which he or she applies in the FET band.

42. Appointment of markers: Guidelines

- (1) It is recommended that provinces should commence with this process early in the year so that adequate time is available for the verification of information and the actual selection procedure. Additional markers must be placed on a reserve list, in the event of appointed markers failing to report during the marking session.
- (2) The information as contained in the application form as prescribed by the relevant provincial department of education must be verified by district managers. If provinces are not satisfied with this method of verification, then all application forms should be accompanied by a sworn affidavit confirming the qualifications and experience of the applicant.

- (3) It is advised that persons appointed as markers fall under the *Employment of Educators Act, 1998 (Act No. 76 of 1998)* to ensure that provincial departments of education can exercise control over them.

43. Marking centres: Norms and Standards

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

44. Marking centres: Guidelines

- (1) If the number of markers exceeds six hundred (600), a decentralised approach to marking should be adopted. Marking can be decentralised in terms of geographic regions or groups of subjects. If a subject is marked by more than one (1) venue, special measures must be taken to ensure a common standard of marking.
- (2) The marking venue must cater adequately for the needs of the marking personnel. The following aspects need to be considered before a marking venue is selected:
 - (a) Marking space;
 - (b) Catering facilities;
 - (c) Overnight accommodation (if required);
 - (d) Security;
 - (e) Prevention of access to unauthorised persons;
 - (f) Control centre; and
 - (g) ICT facilities.

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

(a) Phase one:

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

(b) Phase two:

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

(c) Phase three:

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

45. Marking procedure: Norms and Standards

- (1) Marking procedure should be clearly formulated by the assessment body, taking into consideration the following (Annexure J):
 - (a) Marking question by question;
 - (b) Marking complete scripts;
 - (c) Staggered marking; and
 - (d) Marking at the termination of the examination, i.e. after all the question papers have been written.
- (2) When candidates need to answer only a selected number of questions from those given in a question paper, the marker should mark only the required number of questions in the order in which they appear in the answer script and delete the remaining answers.
- (3) All marks on mark sheets and any other official documents must be entered in ink. NO pencil marks will be allowed on mark sheets or official documents.
- (4) Provincial departments of education will release the marking memoranda and question papers of an examination of the previous year to interested parties not before the end of April the next year, as standard practice.

CHAPTER 9

PROCESSING OF MARKS

46. Processing of marks: Norms and Standards

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

47. Processing of marks: Guidelines

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

- (4) With regard to the release of results, the release date shall be decided upon by the Council of Education Ministers (CEM) on the recommendation of the Heads of Education Departments Committee (HEDCOM) on an annual basis.

CHAPTER 10

RE-MARKING AND RE-CHECKING OF SCRIPTS

48. Re-marking and re-checking of scripts: Norms and Standards

- (1) A candidate may apply for the re-marking or re-checking of his or her assessment scripts, within thirty (30) days of the official release of results by the MEC. This applies to both the October/November and supplementary examinations.
- (2) A re-marking or re-checking fee will be determined by the MECs.
- (3) The prescribed fee must be communicated to the learners with the statement of results.

CHAPTER 11

VIEWING OF SCRIPTS

49. Viewing of scripts: Norms and Standards

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

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

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

CHAPTER 12

DEALING WITH IRREGULARITIES

50. Dealing with irregularities: Norms and Standards

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

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

51. Dealing with irregularities: Guidelines

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

CHAPTER 13

SECURITY AND CONFIDENTIALITY

52. Security and confidentiality: Norms and Standards

- (1) Security of information and security of all venues utilised in the assessment process are of utmost importance. The assessment body must take all reasonable steps to ensure the security and confidentiality of the question papers, answer books/scripts, mark sheets and other assessment documents. At least the following areas of the examination process should, amongst others, be covered with at least the following effective security and confidentiality measures:
 - (a) The drafting of the question papers;
 - (b) The dispatching of the question papers to moderators;
 - (c) The printing of the question papers by accredited providers;
 - (d) The safeguarding of the printed question papers;
 - (e) The separate storage of final printed question papers and printed back-up question papers;
 - (f) The keeping of a register of all people entering/exiting the restricted examination administrative areas; and
 - (g) Record keeping of all question papers going out and answer scripts coming in.
- (2) There will be national prescription in respect of a security and confidentiality agreement relating to examination matters, which must be signed by all officials involved in managing and administering the examination.

- (3) All employees, including examiners and moderators, involved in the Senior Certificate examination, and having children of their own in Grade 12 must disclose information relating to their own children participating in the Grade 12 examination to the provincial department of education. The Head of the Department will make a decision with regard to the involvement of the official in the Senior Certificate examination for that year.

53. Security and confidentiality: Guidelines

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

CHAPTER 14

ACCESSIBILITY OF EXAMINATION INFORMATION

54. Accessibility of examination information: Norms and Standards

- (1) Examination answer scripts and related documentation such as mark sheets and attendance registers must be filed for at least six (6) months from the date on which results are released, and thereafter they may be shredded except in cases where litigation is still in process, for example scripts of candidates involved in irregularities.
- (2) Assessment bodies must use a good filing system for examination scripts and mark sheets, since access to these documents after the marking process may be necessary.

55. Accessibility of examination information: Guidelines

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

CHAPTER 15

DOCUMENTS AND DOCUMENT CONTROL OF THE SYSTEM

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

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

57. Documents and document control of the system: Guidelines

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

CHAPTER16

COPIES OF HISTORICAL CERTIFICATION RECORDS AND DATA RETENTION

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

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

59. Copies of historical certification records and data retention: Guidelines

- (1) Access to historical records is an integral part of the functioning of any assessment section. The provinces need computer infrastructures that can access the centralised database. The retention of these records is to be used for queries, combination of results and checking of fraudulent cases.

CHAPTER 17

MINIMUM REQUIREMENTS FOR A COMPUTER SYSTEM

60. Minimum requirements for a computer system: Norms and Standards

- (1) An assessment body must formulate the minimum requirements for a computer program used in the assessment process. A guideline to establish such minimum requirements is contained in Annexure L.

ANNEXURE A

ADMINISTRATIVE ISSUES RELATING TO CONTINUOUS ASSESSMENT (CASS) MARKS

1. INTRODUCTION

The following issues are addressed in this policy:

- The awarding of a 999 (absent)
- The awarding of a "0" and how it should be handled
- Procedure to be followed with candidates with pending or outstanding CASS mark.
- Measures to be taken with regard to learners that are unable to attend school for periods of the year.

2. PRESENTATION OF CASS MARKS

All learners offering a particular subject that requires a CASS component must present a mark.

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

Learners must be given a grace period to submit CASS tasks for evaluation (three weeks).

3. THE AWARDING OF A 999 (ABSENT)

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

3.1 The learner s not offering themselves for CASS

The definition of 999 (in the case of CASS) should be interpreted as “not offered”. A learner can only obtain a 999 if he or she did not offer ANY components of school-based assessment (SBA) without a valid reason. In other words, the learner attended school but did not do a single piece of work, or project, or never wrote an examination or test.

3.2 Incorrect registration

This is when a learner registered for the wrong subject and grades and it was detected too late to make corrections on the system. Then “999” will be indicated on the official mark sheet and a handwritten mark sheet must be completed for the learner for the correct subject or grade. (Prior permission must have been sought from the Examination Directorate in the province. A permission letter from the Examinations Directorate must be attached to the handwritten mark sheet.) A province will then be aware of handwritten mark sheets that must be completed for written papers.

3.3 Learners not part of the system any more

A “999” is indicated on the official mark sheet if for some or other reason a learner left the system after final registration. The learner may have left the school, passed away, re-located, or any other reason. In these cases the Department will know on which written paper mark sheets a “999” can be expected.

4. THE AWARDING OF A "0" ZERO MARK

A "0" zero mark can only be awarded to a learner if such a learner excused him or herself for any ONE or more of the CASS components and/or did not offer him or herself for evaluation **WITHOUT** a valid reason/s. In such cases a "0" zero mark will be allocated for that component.

5. A PENDING OR OUTSTANDING CASS MARK AND THE PROCEDURE TO BE FOLLOWED

Pending marks in the system are captured as a "777" which indicate an outstanding mark. These problems must be solved as soon as possible and the "777" must be replaced with either a mark or a "999" (absent). (A "0" is regarded as a mark.)

Should no mark be received at the time of release, assessment centres will be given another opportunity to submit CASS marks together with an acceptable explanation. This must be completed within three (3) months of the publication of results or prior to the release of the next supplementary examination results, if and where applicable.

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

Should this happen, Senior Certificate learners will have to register again for that subject in the new examination cycle, and if they successfully complete the assessment, a combination of results can be requested.

If a learner completed the CASS portfolio, but failed to write or to pass the written paper, the learner must be given the opportunity in the next cycle to write

the examination and the CASS and written marks may then be combined for resulting.

No mark, whether written or CASS, may remain in the system for longer than three (3) years. Should a learner not achieve a full result within three years after either the CASS or written mark was captured, the marks of that subject must be removed from the system.

6 THE COMPILATION OF CASS MARKS

Example (for purposes of illustration):

CASS components of learning area XXX:

| | Component 1 | Component 2 | Component 3 | Component 4 | Component 5 |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| Max marks | 5 | 5 | 30 | 20 | 40 |

Scenario 1:

CASS components of learning area XXX with learner's marks:

| | Component 1 | Component 2 | Component 3 | Component 4 | Component 5 |
|----------------------|--|--|--|--|--|
| Max marks | 5 | 5 | 30 | 20 | 40 |
| Learner | Did not offer (No valid reason) | Did not offer (No valid reason) | Did not offer (No valid reason) | Did not offer (No valid reason) | Did not offer (No valid reason) |

This scenario is highly unlikely, however, should there be such learners the Principal/Teacher must provide a written motivation to the relevant assessment

body as to the reasons why the learner did not offer him/herself for evaluation and in such case a final mark of 999 (absent) must be awarded. (See paragraph 3).

Scenario 2:

CASS components of learning area XXX with learner's marks:

| | Component 1 | Component 2 | Component 3 | Component 4 | Component 5 |
|----------------------|----------------|--|----------------|--|----------------|
| Max marks | 5 | 5 | 30 | 20 | 40 |
| Learner | 4 | Did not offer (No valid reason) | 16 | Did not offer (No Valid reason) | 20 |

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

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

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

Scenario 3:**CASS components of learning area XXX with learner's marks:**

| | Component 1 | Component 2 | Component 3 | Component 4 | Component 5 |
|----------------------|----------------|--|----------------|--|----------------|
| Max marks | 5 | 5 | 30 | 20 | 40 |
| Learner | 4 | Did not offer (Valid reason given) | 16 | Did not offer (Valid reason given) | 20 |

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

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

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

Valid reasons accepted will be:

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

7. COMPLETION OF CASS MARK SHEETS

The following information is important and must reach every Assessment Centre and Regional, District or Area Office:

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

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

Handwritten mark sheets for CASS-, Oral-, Creative writing and Practical marks are to be completed for every learner who does not appear on the official mark sheets, provided these cases were reported previously to the Examination Section and that a suitable written explanation accompanies every handwritten mark sheet. **All mark sheets are to be completed in black ink.**

8. STATISTICAL MODERATION OF CASS MARKS

Learners whose CASS marks are missing or have not been finalised at the time of statistical moderation, are removed from the moderation process. The examination results for these learners are initially left out of the moderation process, and the moderated marks are calculated at a later stage using information from the rest of the group.

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

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

ANNEXURE B

ASSESSMENT BOARD

1. INTRODUCTION

The provincial assessment board, which should be representative of the various stakeholders and role-players in education, assumes an essential role in the assessment process in the province. A provincial assessment board can only assume responsibility for assessment once it has been established in accordance with the legislation of the province.

2. FUNCTIONS OF THE ASSESSMENT BOARD

(1) The assessment board may have the following functions:

- (a) To facilitate the process of policy formulation on assessment and related matters; and
- (b) To advise the Head of Department on all matters relating to assessment.

3. SUGGESTED COMPOSITION OF THE ASSESSMENT BOARD

(1) The composition of the Board could be as follows:

- (a) The Head of Education in the province (Chairperson) or his or her designated nominee.

- (b) Representative/s from the following stakeholders and role-players:
 - (i) Provincial assessment directorates;
 - (ii) Other directorates in the department of education involved in assessment;
 - (iii) Heads of Institutions;
 - (iv) Teacher unions;
 - (v) School governing bodies;
 - (vi) Universities;
 - (vii) Technikons;
 - (viii) Technical and community colleges;
 - (ix) Colleges of education;
 - (x) Umalusi;
 - (xi) Independent Schools Council;
 - (xii) Distance education colleges; and
 - (xiii) Inclusive Education.

- (c) The MEC for Education will have the right to appoint additional members to the Board if he/she so deems fit.

4. SUGGESTED CONSTITUTION OF THE ASSESSMENT BOARD

- (1) The following could serve as a guideline when drafting the constitution of the assessment board:
 - (a) Two ordinary meetings of the board should be held annually on dates and places determined by the Head of Education.
 - (b) The Head of Education may convene a special meeting if deemed necessary.

- (c) At least fourteen (14) days' notice should be given for all ordinary meetings.
- (d) In the absence of the Head of Education, the Acting Head or Deputy Head of Education may act as chairperson.
- (e) The Executive Committee should consist of the Head of Education, the Deputy Head of Education, the Head of Assessment and the Secretary.
- (f) A quorum should consist of fifty (50) per cent of the members of the board.
- (g) Meeting procedures:
 - (i) At least thirty (30) days prior to the date determined for an ordinary meeting, a written notification should be given to members requesting items for inclusion on the agenda. The response to such a request must be submitted to the secretary in writing, within ten (10) days of the date of such notification.
 - (ii) An urgent matter, which is not included on the agenda, may, however, be submitted to an ordinary meeting, and may be dealt with providing none of the members present raises an objection.
 - (iii) Notice of a special meeting should be given at least seven (7) days prior to such a meeting. The agenda for such a meeting should be specified in the notice of the meeting, and no other matter may be discussed at the meeting.

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

- (i) Representatives on the board should be appointed for a period of three (3) years and members should be eligible for re-appointment.
- (j) Resignations from the board should be submitted in writing to the secretary.

ANNEXURE C

AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

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

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

The appointee must:

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

- (d) In addition to the above criteria, preference should be given to serving school- and college-based educators.

ANNEXURE D

INDIVIDUAL EXAMINER/PANEL OF EXAMINERS

1. INDIVIDUAL EXAMINER

- (1) If an individual examiner is tasked with the responsibility of setting a question paper for a certain subject on a particular grade, then a small reference group comprising teachers and subject advisors may be appointed to advise the examiner on:
 - (a) The possible format of the paper;
 - (b) Certain variations that may exist locally;
 - (c) The latest developments in the teaching of the subject; and
 - (d) How this should impact on the setting of the question paper.
- (2) It is advisable that the examiner be in contact with the school context. It is also important that learners and educators are informed about the format of the question paper. This can be done through a guideline document that is circulated to all schools.

2. PANEL OF EXAMINERS

- (1) It is advantageous to appoint two or three examiners to set a particular question paper for the respective grades on which the paper is to be written. This allows for the perspectives of two or three experts in the particular subject to be utilised in the setting of the question paper, which

is, after all, the most important aspect of the entire examination. If there are only two grades in a subject, the other possibility would be to appoint one additional examiner and increase the panel to three (3) persons responsible for the setting of the two papers.

- (2) It is also suggested that, in the case of subjects like the languages, Geography, etc. where more than one paper is written, examiners appointed to set each of the individual papers for the particular grades, form a panel and work collectively in setting all the papers for the subject. Another advantage of the panel system is that it allows for capacity building by including one or two persons who lack prior experience in the setting of question papers. If a panel of examiners is used it is important that a Chief Examiner be appointed. The Chief Examiner takes final responsibility for the quality and standard of the question paper.

ANNEXURE E

PROCESSING OF EXAMINATION QUESTION PAPERS

1. TYPING OF QUESTION PAPERS

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

2. EDITING OF QUESTION PAPERS

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

3. PRINTING OF QUESTION PAPERS

- (1) Assessment bodies should invest in a building with proper security that can be used for typing, printing, packaging and storage. All assessment activities may then be carried out in this safe building, which allows

access to certain persons only. Therefore, in terms of printing, assessment bodies should move to establishing in-house printing facilities. Where in-house printing is done, the persons involved in the printing may also be involved in the packaging. The printing process must be carried out under close supervision of a senior official. If the examiner/senior examiner lives in close proximity to the printing venue, he/she should be contacted to inspect the first batch of printed question papers personally, before the total number of question papers is printed. Alternatively, a senior official may be entrusted with the task of approving the quality and standard of the first batch of printed question papers.

- (2) Where assessment bodies choose to use external agencies for the purpose of printing, the agency concerned should be fully investigated by the assessment body to ensure that, *inter alia*, strict security measures are in place, and the quality of the printing is good. Assessment bodies should, however, attempt to move away from the use of external printers and seek to build capacity in the province.

ANNEXURE F

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

(NAME OF SCHOOL)

**IN RESPECT OF REGISTRATION AS
ASSESSMENT CENTRE
FOR THE SENIOR CERTIFICATE EXAMINATION
FOR
2003/ 2004**

1. This service contract is entered into with _____
(name of independent school) - hereafter referred to as independent institution

- in respect of registration as assessment centre for the conduct of the Senior Certificate examination under the administration of the Department of Education.
2. The service contract, although entered into independently of registration with the Department of Education, is dependent upon the provision of proof of registration as school with the Department of Education.
 3. The service contract, although entered into independently of registration with the Council for Quality Assurance in General and Further Education and Training (Umalusi), is dependent upon the provision of proof of registration as Provider of Education and Training with the Council for Quality Assurance in General and Further Education and Training (Umalusi).
 4. The conclusion of this service contract is a precondition to qualify for registration as assessment centre with the Department of Education.
 5. The service contract and accompanying registration as assessment centre with the Department of Education is only valid for the year of examination (inclusive of the supplementary examination) as stated.
 6. The owners and management of the independent institution will enter into this service contract with the Department of Education in respect of registration of as an assessment centre. Where the owner/management of the independent institution is the same legal person, this will be clearly indicated.
 7. The conclusion of this service contract confirms that the independent centre has met, to the satisfaction of the Department of Education, the following minimum preliminary requirements for registration as assessment centre:
 - 7.1 Sufficient space and appropriate furniture for the seating of candidates;

- 7.2 Adequate general security;
 - 7.3 A lock-up facility for the storage of assessment material;
 - 7.4 Clearance - under the applicable municipal by-laws - from local fire and health services;
 - 7.5 Provision of proper lighting;
 - 7.6 Access to sufficient water and acceptable and adequate toilet facilities;
 - 7.7 Teaching staff suitably qualified and in sufficient numbers to be trained and utilised as invigilators; and
 - 7.8 Clear evidence of an ability to meet any and all costs relating to electricity, water, taxes and/or rental for the premises for the duration of the examinations.
8. The Department of Education retains the right to re-evaluate the independent centre in respect of any or all of the above criteria at any time.
9. The Department of Education retains the right to monitor the conduct of the Senior Certificate examination and related assessment processes at the Independent Centre at any time without forewarning. This includes the appointment of a Monitoring Invigilator at the assessment centre for the duration of the Senior Certificate examination.
10. The Independent Centre, in concluding this service contract, commits itself to unquestionably abide by all regulations in respect of the conduct, administration and management of the Senior Certificate examination and related assessment processes and procedures as contained in the applicable national and provincial regulations.
11. The Department of Education retains the right to request the Independent Centre to conduct and participate in any other reasonable administration matters as may be deemed necessary.

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

16. The de-registration of a independent centre as assessment centre with the Department of Education will take place in accordance with national or provincial regulations (see the next section).

1. De-registration of Assessment Centres

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

1.1 Reasons for de-registration of Assessment Centres:

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

1.1.1 Physical removal of the assessment centre from the premises approved by the assessment body

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

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

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

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

1.1.1.1 Procedure to follow when a centre relocates to new premises

- (a) Should any centre relocate to new premises, their registration as an assessment centre lapses immediately and they will be forced to seek registration at the new premises from the assessment body.
- (b) In exceptional circumstances, and provided that the centre has an unblemished record as far as irregularities and administration is concerned, the Head of Department may allow the centre to continue to operate for the current final exit 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.
- (c) Should this process stretch over the year end, no new candidates may be registered until a decision is taken on the registration of the centre.

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

1.1.2 Intentional undermining of the integrity of the examination

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

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

- (a) Competent authorities should investigate the above-mentioned irregularities.
- (b) If clear evidence emerges from such investigations, disciplinary action should be instituted and steps taken to de-register the centre.
- (c) The Chief Invigilator must be informed, in writing, of the intention of the Head of Department to close the centre due to the incidence of irregularities.
- (d) The Chief Invigilator shall be asked to furnish a motivation why the centre should not be closed.
- (e) The Head of Department shall consider such representations and, in the best interests of the integrity of the examination, take a decision whether or not to close the centre. Such a decision shall be final.

- (f) The decision must be communicated in writing to the chief invigilator.

1.1.3 Maladministration

Assessment centres may be de-registered if their maladministration results in any disadvantage to candidates, affects the integrity of the examination or impacts negatively on the ability of the assessment body to render a service.

The relevant provincial department of education reserves to take over the administration of the independent centre as stated in this service contract.

1.1.3.1 Procedure to follow when maladministration of an assessment centre occurs

- (a) The Chief Invigilator of such an assessment centre shall be warned, in writing, of the situation and given an opportunity to set matters to rights.
- (b) Should the maladministration of the centre continue, the centre may be placed on probation for a period determined by the Head of Department (not longer than one (1) examination year) during which time, if the Chief Invigilator again demonstrates an inability to administer the process adequately, the centre may be de-registered at the end of the examination year.
- (c) The Chief Invigilator 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 Chief Invigilator may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.

1.1.4 The flouting of assessment policies, regulations and guidelines

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

1.1.4.1 Procedure to follow when maladministration of an assessment centre occurs

- (a) Instances where it is alleged that assessment officials at centres flout assessment rules and regulations and/or instructions by a competent authority shall be investigated.
- (b) Should substance be found to such allegations, the Chief Invigilator shall be warned in writing, specifying exactly the nature of the contravention of rules, regulations and instructions. The Chief Invigilator shall be given an opportunity to set matters to rights.
- (c) 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) examination year) during which time, if a further offence occurs, the centre may be de-registered at the end of the examination year.

- (d) The Chief Invigilator 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 Chief Invigilator may respond to this, whereafter the Head of Department may, in the best interests of candidates and the integrity of the process, decide to de-register the centre. Such a decision shall be final.

Signed at _____ on this _____ day of
_____ 2004.

DEPARTMENT OF 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 G

APPOINTMENT AND DUTIES OF CHIEF INVIGILATORS AND INVIGILATORS

1. CHIEF INVIGILATORS

- (1) An assessment centre should be managed by a Chief Invigilator.
- (2) The Head of the Institution may be appointed as Chief Invigilator unless the Head has a son or daughter taking the examination. In such a case the next senior official at the institution may be appointed as Chief Invigilator.
- (3) Appointment of invigilators at part-time centres, where no permanent staff exist, may be made from unemployed educators, retired educators or select members of the community with the approval of the district manager/director and they are to be remunerated according to approved departmental tariffs.
- (4) When the Chief Invigilator is absent, his deputy should assume full responsibility. This responsibility should be delegated in writing. The Director: Assessment Services in the province should be advised via the regional/district office.

2. INVIGILATORS

- (1) At full-time centres suitably qualified educators from the teaching staff may be appointed as invigilators. At part-time centres invigilators are to be appointed in accordance with the instruction of the Head of Department.

- (2) Invigilators may be appointed in writing before the commencement of the examination. The appointments may be made by the Chief Invigilators and the head office/regional/district office should be informed of all appointments.
- (3) Besides the Chief Invigilator, one (1) invigilator may be appointed per thirty (30) candidates or part thereof.

Example: 0 - 30 candidates: 1 invigilator
 31 - 60 candidates: 2 invigilators
 61 - 90 candidates: 3 invigilators

- (4) Under no circumstances should educators be appointed to invigilate or even to relieve other invigilators when the subject that they teach is being written.
- (5) Relief invigilators may be appointed for sessions of two (2) hours or longer. The relief may be for a maximum period of twenty (20) minutes during the session.
- (6) Under normal circumstances, no person is eligible for appointment as an invigilator or assistant invigilator if a near relative (son, daughter, brother or sister) is sitting for a specific examination session. If it is necessary to appoint such a person as an invigilator or as an assistant invigilator, then the Director: Assessment Services must be informed immediately.
- (7) Where the need exists, private invigilators may be appointed to assist with the invigilation of private candidates. Private invigilators should be persons who are trustworthy and honest, preferably community leaders.

3. TRAINING OF CHIEF INVIGILATORS AND INVIGILATORS

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

4. INVIGILATION

- (1) Duties of the Head of the Institution/Chief Invigilator
 - (a) The Head of the Institution/Chief Invigilator is fully responsible and therefore accountable for the examination conducted at his/her assessment centre. He or she must be present at the assessment centre for the duration of every examination session. His or her specific examination-related duties might include the following:
 - (i) The Chief Invigilator should select and appoint Invigilators.
 - (ii) The Chief Invigilator should draw up invigilation and relief invigilation timetables and submit these for approval of the district director/manager.
 - (iii) The Chief Invigilator should see to the preparation and readiness of the examination room(s), which includes the following:
 - (aa) Candidates may not sit two (2) to a desk or table.

- (bb) Candidates must be seated at least one (1) metre apart.
 - (cc) Subject matter such as drawings, etc. must be removed from the walls.
 - (dd) Chalkboards must be cleared of writing, formulae or drawings, etc.
 - (ee) Examination rooms must be sufficiently ventilated and illuminated.
-
- (iv) Before the commencement of the first examination session, the Chief Invigilator should read the instructions relating to the examination and inform candidates that they could forfeit their results should they contravene any of the instructions.
 - (v) The Chief Invigilator should ensure that the candidates have ten (10) minutes reading time per question paper, during which no writing may take place, before the official commencement of the examination over and above the reading of any other instructions that may be necessary.
 - (vi) Before opening the question papers in the examination room, the Chief Invigilator should ascertain that the question paper is correct, according to the time and date specified on the examination timetable (e.g. grade, paper number, language, etc.).
 - (vii) The Chief Invigilator should open the question paper envelopes in front of the candidates and remain in the examination room until the question papers have been issued to candidates.

- (viii) The Chief Invigilator should visit the examination room(s) frequently during each session and make sure that a high standard of invigilation is maintained.
- (ix) The Chief Invigilator should draw up a seating plan, indicating the examination room(s) with the desk arrangement and the examination numbers of candidates. This must be submitted for each paper written. If the Chief Invigilator prefers to combine groups in one (1) hall/room to economise, the arrangement will have to be reflected on the plan.
- (x) The Chief Invigilator should ensure that there are no unauthorised persons in and around the examination room(s).
- (xi) The Chief Invigilator should ensure that all candidates are advised timeously of requisites such as rulers and drawing instruments to be used in the examination of specific subjects, e.g. Technical Drawing.
- (xii) The Chief Invigilator should ensure that the invigilators complete the absent/present column on the mark sheets correctly.
- (xiii) The Chief Invigilator should assist with relief invigilation in centres.
- (xiv) The Chief Invigilator should ensure that scripts are properly batched and packed according to the candidates' examination numbers once the session has ended. The

mark sheet belonging to a certain batch of scripts must be included with that batch.

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

NOTE: The head office/regional office/district or circuit office must be informed in writing of any changes in venue, invigilation timetables, etc.

(2) Specific duties of invigilators

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

- (i) Every candidate must produce his/her admission letter as well as proof of identity, preferably his/her official identity document, driver's licence or passport, on admission to the examination room. A full-time learner at a school only needs to produce an admission letter/permit. Invigilators must enforce this requirement rigorously. If a candidate fails to produce the required documents, an irregularity will be declared and the candidate will be allowed to present the required documents to the invigilator after the examination, failing which the normal procedure pertaining to irregularities must be followed.
- (ii) A candidate should be seated at least fifteen (15) minutes before the commencement of the examination session. The invigilator should be present in the examination room from the time that the examination room is opened to the candidates until the end of the session.
- (iii) The invigilator should ensure that the candidates have ten (10) minutes reading time per question paper, during which no writing may take place, before the official commencement of the examination over and above the reading of any other instructions that may be necessary during which no writing may take place.
- (iv) Only in exceptional circumstances may a candidate be admitted to the examination room after the commencement of an examination, but not after an hour has elapsed.

- (v) A candidate may not leave the examination room during the course of the first hour of the examination session.
- (vi) Only a candidate who has registered for the examination, the invigilator concerned, the Chief Invigilator and an authorised representative of the department may be present during an examination. An examiner who has to conduct an oral examination, or a reader of test passages may be present in the examination room/centre for the period required for the execution of his/her duties.
- (vii) All persons not officially concerned with the examination should leave the examination room before the envelopes containing question papers are opened, and such persons may not enter the examination room during the examination.
- (viii) In an emergency a candidate may leave the examination room temporarily but only under supervision.
- (ix) The invigilator should move about continually in the examination room but without disturbing the candidates.
- (x) Any candidate contravening the rules and regulations of the examination should be referred to the Chief Invigilator without delay.
- (xi) The invigilator must ensure that the candidate's examination number, which appears on his/her timetable, is written at the top of each examination answer book and at the top of each loose sheet of paper used by that candidate during the examination.

(b) Instructions to Candidates

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

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

- (i) *Examination will now be conducted in this room in the following subjects: (the invigilator then announces the actual subjects, e.g. Accounting, Geography, Mathematics etc). Candidates who have not entered for these subjects must now leave the examination room.*
- (ii) *No explanation of examination questions may be asked for or given.*
- (iii) *As soon as you have handed in your examination script, you must leave the examination room. You will not be allowed to leave the examination room within the first hour from the start of the session. In an emergency a candidate will be allowed to leave the examination room under supervision.*
- (iv) *A candidate must carefully read and comply with the instructions, which appear on the front cover of his/her answer book and also those on the question paper.*
- (v) *You are not allowed to assist another candidate or try to assist him/her to get help or communicate with anybody other than the invigilators. Any questions should be directed at the invigilator.*
- (vi) *You may not create a disturbance in the examination room or behave in an improper or unseemly manner.*

- (vii) *You may not disregard the instructions of the invigilator.*
- (viii) *Unless otherwise stipulated for an examination, you may not have a book, memorandum, notes, maps, photos or other documents or papers (including unused paper), or other material which may be of help to you in the examination, other than that provided to you by the invigilator and the admission letter/permit in your possession, while you are in the examination room. The excuse that you have forgotten that you had it in your possession will not be accepted.*
- (ix) *Only non-programmable calculators may be used by a candidate in the examination, except in subjects where these are indicated on the question paper as being prohibited.*
- (x) *If you do not obey these instructions, you render yourself liable to suspension from future examinations, and the Department may, in such a case, refuse to give you credit for other examination papers written.*
- (xi) *All aids and answer books as well as answer sheets issued to you must be handed in before you leave the examination room.*
- (xii) *Read any errata on a specific question paper to the candidate(s) concerned.*
- (xiii) *You are allowed ten minutes reading time of the question paper before the official commencement of the examination during which NO writing of any kind may take place.*

5. EXAMINATION SCRIPTS

- (1) All work, including rough work, is to be done on the script/answer book/papers provided. Candidates may not be given scripts especially for rough work and all used answer books, including spoiled answer books, are to be collected.
- (2) Strict attention is to be paid to the instructions, if any, printed at the top of an examination question paper on using separate answer sheets for particular sections or parts of a paper.
- (3) Invigilators may not issue a second answer book to a candidate before they have satisfied themselves that the first answer book is full, except where paragraph 5(2) is applicable. Steps are to be taken to ensure that candidates do not receive more answer books than they require. Where more than one (1) answer book is used, every answer book is to be numbered to indicate the number of the answer book and the total number of answer books handed in, e.g. 1 of 1 (only one answer book was handed in), 2 of 3 (the second answer book of a total of 3), etc.
- (4) Under no circumstances may the names of the candidates or the name of the institutions where they are enrolled, appear anywhere on their answer books.
- (5) Under no circumstances may a candidate be allowed to remove either a used or an unused answer script from the examination room.
- (6) Aerial photographs and topographic maps are to be collected on conclusion of the examination and these may become the property of the school concerned for future use in the teaching of Geography.

6. HANDLING OF EXAMINATION QUESTION PAPERS

- (1) Before the examination commences, the chief invigilator is to draw the attention of all candidates to:
 - (a) The main instructions on the examination timetable and on the answer books; and
 - (b) The fact that no recognition will be given to answer scripts or any other answer sheets which candidates omit to hand in immediately on conclusion of the examination session in the paper concerned.
- (2) After the question papers have been distributed to candidates, the invigilator must ask the candidates to go through the question paper with him or her, page by page, checking it against the certified copy, to ensure that on each page:
 - (a) The number of the page is correct;
 - (b) The name of the examination paper is the same on each page; and
 - (c) The frame/border around the printed matter is complete.
- (3) Invigilators are to check against a control list (mark sheet) that every candidate has received the correct question paper for the subject and level at which the candidate entered. A question paper is thus not to be issued simply on the show of hands.
- (4) Invigilators may not, on any account, read aloud to a candidate any question or part of a question, or draw attention to any error which he/she may have observed in any of the examination questions unless an errata is

included in the question paper. They may not respond to any enquiry from a candidate in a manner that would be regarded as an explanation of the question.

7. INVIGILATION

- (1) Invigilators must ensure that candidates write their correct identity numbers/examination numbers on their scripts.
- (2) Chalkboards must be cleared of all writing, drawings, etc.
- (3) Each session must commence and terminate according to the time specified on the examination timetable.
- (4) An invigilator may not knit, read, mark or do any work that will hamper him/her in the execution of his/her duties as invigilator. Cellular phones may not be used under any circumstances.
- (5) An invigilator may not sit down but must move around the examination room without disturbing the candidates.
- (6) An invigilator may not help a candidate with the answering of any examination question or explaining any "unclear" part of the examination paper to the candidate.
- (7) An invigilator may not invigilate a subject which he/she teaches in any grade except where the subject demands it, e.g. Computer Studies, Technical Drawing, Computyping, etc.
- (8) Invigilators may not speak to one another or cause a disturbance to candidates.

- (9) Invigilators may not leave the examination room or leave the candidates unattended.
- (10) An invigilator must position him or herself inside the examination room facing the candidates and may not invigilate from outside the examination room looking through the windows.
- (11) Invigilators may not allow candidates to copy.
- (12) Copies of question papers may not be given to anybody outside the examination room nor may they be taken out before the session has ended and the candidates have left the room.
- (13) Invigilators must adhere to the special examination requirements of certain subjects.

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

- (1) Invigilators should:
 - (a) Check that candidates who were present and wrote the paper are marked present and those who were absent are marked absent.
 - (b) Arrange the scripts which belong to a specific mark sheet in numerical order according to the examination numbers appearing on the mark sheet, e.g. if there are hundred and fifty (150) candidates, there should be three (3) mark sheets and three (3) piles of scripts.
 - (c) Place the mark sheet that belongs to a pile of scripts on top of the pile of scripts.

- (d) Wrap the scripts and the mark sheets and write down the centre number, subject (First or Second Language), and the number of scripts on the wrapper. Consideration should also be given to sealing scripts on return.
- (e) Make sure that all the scripts are handed in and that each parcel of scripts is accompanied by its relevant mark sheet.
- (f) Deliver the scripts to the district/circuit office or the official responsible for the collection of the scripts. Scripts should be returned to the district/circuit office on a daily basis.

9. DEALING WITH MARK SHEETS

- (1) This is one of the most important documents and it is of vital importance to the examination process. It must be completed correctly by the invigilators on duty in the examination room. The following should be noted about mark sheets:
 - (a) There must be at least one (1) mark sheet for each subject written at a centre.
 - (b) Different mark sheets are provided for languages.
 - (c) If there are more than fifty (50) candidates writing a certain subject, there should be more than one (1) mark sheet. (One mark sheet is used for every fifty (50) candidates or part thereof.)
 - (d) The examination numbers of the candidates should appear on the mark sheets.

- (e) It is imperative that mark sheets are accompanied by the correct set of scripts.
- (f) The ONLY "writing" which invigilators should include on the mark sheet, is the completion of the "absent/present" columns.
- (g) All mark sheets must be returned to the provincial head office via the regional/district/circuit office concerned, even if none of the candidates wrote the particular paper.
- (h) Under no circumstances should information be added to the mark sheet.
- (i) Information appearing on a mark sheet may not be deleted or changed.
- (j) If a mark sheet is not included with the question papers, this should be reported to the regional/district/circuit office by the Head of the Institution/Chief Invigilator. The regional/district/circuit office, in turn, has to report this to the provincial head office.
- (k) In instances where mark sheets are not included with the question papers, hand-written copies should be completed and submitted.

10. RELIEF INVIGILATION

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

0 - 6 invigilators: Head of the Institution/Chief Invigilator

7 - 12 invigilators: Head of the Institution/Chief Invigilator + 1 relief Invigilator.

ANNEXURE H

RETURN OF SCRIPTS

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

ANNEXURE I

AN EXCERPT FROM THE PERSONNEL ADMINISTRATION MEASURES

“4.3 In respect of an examination paper where no suitable candidate can be recruited with the set minimum qualifications or experience, the Head of Education concerned 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 Head of Department.” (*Personnel Administration Measures (PAM)*, pp. 104 & 105). ”

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

“4.4 The criteria to qualify for appointment as markers (including Senior Markers, Deputy Chief Markers and Chief Markers) should, in addition to those referred to in paragraph 4.1 of the PAM document, include the following:

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

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

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

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

ANNEXURE J

MARKING PROCEDURE

1. Marking can either commence at the termination of the examination or a staggered approach can be adopted where marking commences while the examination is in progress. In this approach the scripts are marked soon/immediately after they are written. The advantage of this approach is that it removes the pressure associated with marking at the end of the examination and the problems associated with assembling a large number of markers during a stipulated period at three (3) or four (4) marking centres. However, this approach to marking has implications for schools as markers are withdrawn from schools while the school internal assessments are in progress. It also has repercussions relating to the conditions of service of educators, since marking is done during the school term.
2. The marking procedure in terms of the different subjects should be left to the Chief Examiner. "Script marking" may be used in certain subjects, rather than "question marking". The "question marking" approach creates logistical problems but it is advantageous in contributing to standardisation in the marking process.