

## EXAMINATION POLICY

### 1. AIM

To provide guidelines for the management and evaluation of and control over all examinations. Examinations serve as measuring instrument by means of which the learning process and progress of learners on the one hand, and the effectiveness and effectivity of teaching on the other hand can be measured. It also serves as a norm for assessing amongst others the progress made towards the achievement of our mission.

### 2. CONTENTS

#### 2.1 **GUIDELINES REGARDING THE ADMINISTRATIVE AND OTHER DUTIES OF EDUCATORS BEFORE, DURING AND AFTER EXAMINATIONS:**

Guidelines regarding:

- The establishment of an examination and evaluation committee consisting of the principal, the senior staff members and tasked educators. The examination committee manages the examinations. Functions include amongst others the development of examination rules, procedures and information, and the development of the examination and invigilation timetables; the processing and packaging of question papers; the investigation of irregularities; the completion of promotion schedules and examination statistics; and, in collaboration with the educators, the evaluation of the examinations (as process) and suggesting of recommendations regarding an improved practice.
- The setting of standards and the setting and moderation of question papers and memoranda: according to the prescribed syllabus guidelines and directives from subject advisors. It also sets guidelines where subject educators share a grade.
- Format of question papers: the fonts (size and type) should be clearly legible, any other inserts (drawings, diagrammes, cartoons, photos, etc.) should be clear.
- Language needs of learners. Question papers should be set in Afrikaans and English (where applicable) and questions should be unambiguous, clear and at the linguistic developmental level of the specific grade.
- The submission dates for question papers and memoranda (five work days before the beginning of the examination, in order to process it), scripts and mark sheets (depending on the number of scripts, a few days after the writing of the specific subject).

- Marking and moderation of scripts: amongst others that heads of subjects should moderate at least 10% of the scripts and that there should not be a significant difference (subject advisors can be approached to determine the maximum difference) between marked and moderated scripts.
- Invigilation by educators: this is explained in the examination rules and procedures that are issued during each examination. It contains the “do’s” and “don’ts” in the examination venue as well as guidelines regarding change over, absence and action in the case of irregularity.
- Action in the case of irregularities include amongst others the following: confiscation of incriminating material, confiscation of the answer paper of the candidate and noting on the front page “Confiscated at ..... (time)”; notifying the candidate that the incident will be reported to the examination committee and governing body; supplying the candidate with a new book with the note on the front page: New book supplied at ..... (time)”; and instructing the candidate to continue with the question paper where he or she stopped when the answer book was confiscated, i.e. he or she should not start over from the beginning of the question paper; reporting immediately to the examination committee; sworn statements should be made by the invigilator and the particular candidate (if under age the parent should be present) in the presence of the principal. The principal refers the matter to the governing body for further action. Only the new book should be marked, given a mark and processed for examination purposes.
- Coordination of grade marks (done by the head of the grade), checking of the examination scripts and mark sheets, entering of marks, processing and checking of class and grade schedules, processing of reports (head of the grade and class educators), discussion of promotion requirements according to departmental prescriptions and completion of reports (class educators).
- Reports: format – computerized, details include name, subject results (gr. 9 = 100), (gr. 10 to 12 – HG = 400, SG = 300) and total; number of days absent, school fund paid, comments, class educator, pass or fail.
- Examination statistics: (per grade and subject) include total number of learners, number and percentage absent (valid proof, e.g. medical certificate, death certificate, court order, sworn statements), absent (without valid proof), written, passed, failed.
- Feedback and reflection: staff and subject teams discuss and analyse the examination statistics qualitatively and make recommendations regarding an improved practice. Reflection in the subject venue where educators and learners analyse the question paper and answers in order to expose errors and shortcomings and do corrections.
- Reflection – educators and parents: parent meetings are held after each examination in order to reflect on learners’ progress and implement corrective actions at school and at home.

## 2.2 GUIDELINES REGARDING THE ADMINISTRATION OF EXAMINATIONS AROUND LEARNERS

### Guidelines regarding:

- Learner absence (refer to section 2.1)
- Learners who join the school after the June examination: learners should submit reports of all test, task and other marks from the previous school which are used in the calculation of their final promotion mark. If none of these documents and marks can be submitted, only the test, task, examination and other marks achieved in the second semester should be included for examination purposes and be submitted to the circuit manager for promotion.
- Learners who join the school after the June examination for the first time: only the test, task, examination and other marks achieved during the second semester are included for examination purposes and submitted to the circuit manager for promotion.
- The code of conduct for learners and action against transgressors: a candidate's answer sheet can be declared null and void by the principal and the circuit manager and/or be referred to the management body for action if he or she:
  - helps or tries to help another candidate during the examination
  - acts in an uncontrolled, threatening, aggressive or intimidating way towards the invigilator, disrupts the examination, disturbs other candidates or ignore the instructions of an invigilator. Guilty candidates' question papers and answer sheets are confiscated and handed to the examination committee. The candidate is taken to the principal under the supervision of a member of the examination committee for further action. (Refer to section 2.1 under "action in the case of irregularities".)

The examination rules **MUST** be impressed upon the learners before the beginning of each examination (but preferably each day of the examination). Parents should also take note of this.

- Learners' whose progress is handicapped due to exceptional circumstances: such circumstances include socio-economic and emotional-psychological factors that have a negative effect on learners' performance. Cases of hard working learners who underperform, attend school regularly, cause few disciplinary problems and display the will to try their best regardless of these circumstances, should be submitted to the

circuit manager. Sworn reports of subject educators and the parent or guardian or social worker should be submitted.

- Borderline cases regarding promotion: the ideal is to submit all borderline cases (together with reports and recommendations) to the circuit managers, who then promote the learner or not. As the number of borderline cases varies from school to school, it is advisable to consult with the circuit manager beforehand in order to secure mechanisms for handling borderline cases and speeding up the process.

**3. NATIONAL AND EDUCATION DEPARTMENT POLICY**

Examinations are managed and controled according to national and provincial education department policies and directives (circular minutes and letters), including amongst others the beginning and duration of examinations, requirements for passing, promotion schedules, examination statistics and emergency measures.

**4. EVALUATION**

Evaluation of examinations is done after each examination. The examination committee, heads of subjects and subject teams evaluate the examinations. (Refer to section 2.1 under the points: “the establishment of an examination and evaluation committee” and “feedback and reflection”).

**5. REVISION OF POLICY**

The policy is revised regularly due to changes within our context and changes in the policy of the National Department and provincial education department.

SIGNED ON THIS..... DAY OF.....200...

PRINCIPAL.....DATE.....

CHAIRPERSON (SGB).....DATE.....

SECRETARY.....

EDUCATOR.....