



CHIVIRIKANI PRIMARY SCHOOL

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SCHOOL POLICY Examinations

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016 (South African Schools Act, 1996 (Act No. 84 of 1996))

PURPOSE

Guidelines for the Management, Control and Evaluation of All Examinations.

Examinations are a Measuring Instrument by Which the Learning Process, the Progress of the Learners and the Effectiveness of Teaching Can Be Measured.

Serves as an Assessment Tool to Evaluate the Progress Made Towards the Achievement of Our Mission.

GUIDELINES REGARDING ADMINISTRATIVE DUTIES OF EDUCATORS BEFORE, DURING AND AFTER EXAMINATIONS

To establish an examination and evaluation committee including the principal, senior staff members and assigned educators.

- This committee manages the examination by:
 - Developing examination rules, procedures and information, and the invigilation timetables.

- Completion of promotion schedules, examination statistics; and in collaboration with the educators, the evaluation of the examinations (as process).
 - Recommending suggestions for an improved practice.
- The setting of standards the and moderation of question papers and memoranda:
 - according to the prescribed syllabus guidelines and directives from subject advisors.
 - Sets guidelines where subject educators share a grade.
- Format of question papers:
 - Fonts (size and type) should be legible, any other inserts (drawings, diagrams, cartoons, photo, etc.) should be clear.
- Language needs of learners:
 - question papers should be set in the LANGUAGE applicable to the SCHOOL and questions should be explicit, clear and at the linguistic developmental level of the specific grade.
- The submission of question papers and memoranda should be five working days before the beginning of the examination, in order for processing. 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:
 - heads of subjects should moderate at least 10 % of the scripts and 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:
 - as 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 case of irregularity.
 - Action in the case of irregularities include amongst other 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 underage 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, 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 with class educators.
 - Reports:
 - format – computerised, 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 Reviews:
 - staff and subject teams discuss and analyse the examination statistics qualitatively and make recommendations regarding an improved practice.
 - review of the subject where educators and learners analyse the question paper and answers in order to expose errors and shortcomings and do improvements and corrections.
 - Reviews – educators and parents:
 - parent meetings are held after each examination in order to review learners' progress and implement corrective actions at school and at home.

GUIDELINES REGARDING THE IMPACT OF THE ADMINISTRATION OF EXAMINATIONS ON LEARNERS

- learner absence (refer to section 1).
- learners who join the school after the June examination:
 - Learners should submit reports of all tests, 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 are forthcoming, 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, disturbs other candidates or ignores 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 1 under "action in 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 the following:
 - Learners' whose progress is handicapped due to extraordinary 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, because 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 ultimate is to submit all borderline cases (together with reports and recommendations) to the circuit managers, who then promote the learner or not.
 - ✓ It is advisable to consult with the Circuit Manager in order to secure mechanisms for handling borderline cases and speeding up the process as the number of borderline cases varies from school to school.

NATIONAL AND EDUCATION DEPARTMENT POLICY

Examinations are managed and controlled according to national and provincial education department policies and directives (circulars, minutes and letters), i.e. the beginning and duration of examinations, requirements for passing, promotion schedules, examination statistics and emergency measures.

EVALUATION

- Evaluation of examinations is done after each examination.
- The Examination Committee, heads of subjects and subject teams evaluate the examinations. (Refer to section 1 under the points: “the establishment of an examination and evaluation committee” and “feedback and review”).

