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**ASSESSMENT INSTRUCTION NO 50 OF 2024**

**TO: DEPUTY DIRECTOR-GENERAL  
CHIEF DIRECTOR  
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS  
CHIEF EDUCATION SPECIALISTS  
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS  
CIRCUIT MANAGERS  
DISTRICT GEC CO-ORDINATORS  
PRINCIPALS OF GEC SAMPLED SCHOOLS  
GEC SCHOOL CO- ORDINATORS  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES**


**DATE: 31 OCTOBER 2024**

**GUIDELINES ON THE ADMINISTRATION OF GENERAL EDUCATION CERTIFICATION  
(GEC) CURRICULUM TESTS IN 2024**

**1. BACKGROUND**

The General Education Certificate (GEC) is hailed as one of the most important post democracy education qualifications in South Africa. This qualification will be at National Qualification Framework (NQF) Level 1. It will not only reward learners after ten (10) years of formal schooling in the General Education and Training (GET) but will ultimately guide and assist learners and parents in making informed choices regarding the envisaged Three Steams Model (TSM). Learners will be streamed into either of the three categories of vocational, occupational, or academic streams to assist them in becoming more employable in their postschool life.

The GEC will also shed some light on the inclinations of learners through an inclination test which will equip them with essential 21st century skills through the administration of an Integrated Common Assessment Task (ICAT). The ICAT integrates various subjects in two tasks done in the third term of the academic year. **The third component of the GEC assessment model is the curriculum tests that learners are writing under controlled conditions during Term 4.**



The GEC pilot has been conducted by the DBE since 2021, where a very small purposeful sample schools participated in the pilot study. The sample for Eastern Cape was later increased schools to 354 in 2024. The GEC pilot since 2021 has brought about important learnings which were continuously infused in preceding years. The 2024 sample is inclusive of all the schools that were part of the sample since 2021. The GEC pilot main purpose was to continuously improve the feasibility of the implementation of the GEC assessment model, viz. the ICAT, inclinations assessment, and the curriculum tests in the South African context.

Data collected during the 2024 pilot study will guide the development of a holistic report card envisaged as part of the GEC. Data from the various aspects of the GEC will be collected through SA-SAMS as well as the inclination assessment and compiled in a single database linked to a dashboard that will provide the holistic assessment results of learners. This data will only be available for the Department of Basic Education (DBE) in the background for developmental purposes. The DBE will share the findings of the GEC Pilot in the GEC Annual Report.


## 2. GENERAL

The school principal, as the academic leader and accounting officer in each sampled school, is accountable for the successful implementation of the GEC pilot in his/her school. The principal is expected to appoint a **GEC school coordinator (SC)**, preferably a member of the School Management Team (SMT) that will take responsibility for the coordination of the GEC in the school. The SC will report to the principal on a regular basis and inform him/her on the progress of the GEC in the school. **The main activities of the GEC take place in the third term (the ICAT and the inclination assessment)** while the curriculum tests will be written in Term 4 and the results will be used for progression and promotion purposes. The normal pass requirements will apply.

## 3. RESPONSIBILITIES OF THE SCHOOL COORDINATOR

**The School Coordinator (SC) must:**


- a) liaise with the teachers, parents, district, provincial officials.
- b) coordinate internal communication of GEC activities e.g. training sessions, review session attendance by subject teachers the administration of the inclination assessment etc.
- c) receive, sign and submit the GEC Declaration of Confidentiality (Annexure A);
- d) ensure that teachers that invigilate the GEC curriculum tests receive sign and submit their GEC Declaration of Confidentiality;
- e) ensure that the GEC curriculum tests are written in a controlled environment;
- f) draft an invigilation timetable for the end-of-the-year curriculum tests. Where possible, given the school context, GET teachers should be prioritized to invigilate the GEC subjects;
- g) keep a register of all officials monitoring the writing of the GEC curriculum tests (Annexure B);
- h) coordinate the attendance of subject teacher at virtual marking guideline discussions.

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- i) distribute the teacher feedback form to teachers (Annexure C);
  - j) ensure that the subject teacher receives the final signed off marking guidelines after the virtual discussions.
  - k) ensure that the subject teachers only start marking after receipt of the final signed off marking guideline and after all subject teachers have been trained on the final marking guideline.
  - l) ensure that the GEC marking activities viz. marking of scripts, internal moderation, district moderation and provincial moderation takes place in line with the normal school assessment practices.
  - m) ensure marks capture, verification and upload on SA-SAMS happen in line with the normal school practices regarding learner results; and
  - n) ensure that all scripts that need to go for moderation to DBE are recorded and packaged correctly if the school is sampled for central moderation.

#### **4. CURRICULUM TESTS**


**The Curriculum tests will be written during Term 4 in the following subjects:**

- (a) Home Language (all Languages); First Additional Language (all Languages); Mathematics (Afrikaans and English); Natural Sciences (Afrikaans and English); Economic and Management Sciences (Afrikaans and English).
- (b) The curriculum tests have been developed by the Department of Basic Education in line with the Annual Teaching Plans' (ATP) guidelines and the assessment programme Exemplar tests have been made available for schools to practice with and can be found at <https://learn.ecubed-dbe.org/sed7> under "materials".
- (c) The PED will be printing the tests and answer books for all sampled schools.
- (d) The principal and SC should ensure the integrity and confidentiality of the tests, answer books and draft marking guidelines at school level. Ideally, these should be stored safely and securely and be distributed according to the timetable.
- (e) All tests and answer books must remain sealed until the day of writing.
- (f) The draft marking guidelines must only be made available to the teacher that will be attending the marking guideline discussion, once the session has concluded and all answer books are secured.
- (g) The subject teacher should scrutinize the marking guidelines for possible inputs during the memo discussions.

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- (h) The teacher should answer the question paper before the commencement of the marking guideline discussion to get a sense of the question paper and the possible answers by learners.
  - (i) If there are more subject teachers in a school, the teachers may discuss the draft marking guidelines before the marking guideline discussion starts. This approach will solicit additional input by the school. A final signed-off marking guideline will be sent to schools after the discussions. Schools are requested to conduct a cascade training model for all Grade 9 subject teachers, where applicable before marking commences using the final signed-off marking guideline.
  - (j) Schools must conduct internal moderation processes guided by the applicable policies. Provinces and/or districts may also request to moderate the marked scripts.
  - (k) The results must be captured in SA-SAMS to replace the Term 4 controlled test.
  - (l) Results captured on SA-SAMS should be verified and uploaded in line with the internal school processes related to learner results.
  - (m) A sub-sample of 1000 schools will be randomly sampled and requested to forward marksheets (of 25 learners) to DBE for capturing of marks and data analysis. The sampled schools' names will be made available during Term 4. The findings from the data analysis will form part of the GEC 2024 annual report.

## **5. INVIGILATION OF CURRICULUM TESTS**

- 5.1 Invigilation of the GEC curriculum tests should be done in accordance with all other invigilation protocols observed during the writing of controlled tests.
- 5.2 Invigilators must not invigilate the subjects that they are teaching.
- 5.3 All invigilators must receive a copy of the invigilation timetable drafted by the SC and should always adhere to the timetable. In the case of an invigilator not being able to attend to his/her assigned invigilation session(s), the SC must be informed, and a substitute invigilator must be assigned to invigilate the session.
- 5.4 The SC must keep GEC invigilation registers.
- 5.5 Invigilators must ensure that no material and/or equipment that is not required for the writing of the tests are present in the testing room, including cell phones.
- 5.6 Chalkboards must be cleared of any writing, drawings, wall charts or posters must be removed.
- 5.7 At least one invigilator must be present in the room where GEC curriculum tests are written.
- 5.8 Invigilators must be present for the entire duration of a session.
- 5.9 Learners must be seated at least 15 minutes before the start of the session.
- 5.10 Invigilators must ensure that they mark attendance and absentees of learners on a class list/register. Absentees must be indicated with an "A" next to the names.


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- 5.11 Learners must be seated to ensure individual writing of tests.
- 5.12 Invigilators must hand out tests and answer books and ensure that:
- (i) Learners write their names, surnames and class on the answer books in the allocated spaces.
  - (ii) Each learner has the correct test and answer book.
  - (iii) The test and answer books are in the correct language and have all the required pages; and
  - (iv) Learners are made aware of the practice exercises before they start writing e.g. how to answer the MCQ questions.
- 5.13 Learners must be afforded five minutes of reading time before they start writing. during the five (5) minutes of reading time no writing may take place.
- 5.14 Invigilators must not eat, drink, smoke, read, knit, mark scripts or do any activity that may distract them from invigilation.
- 5.15 Invigilators must not assist learners in any way; and Invigilators must be mobile and ensure that learners work individually.
- 5.16 Invigilators must ensure that all tests and answer books for each session are accounted for.
- 5.17 **No answer book or question paper may leave the test room during a writing session.**
- 5.18 Invigilators must ensure that learners have completed all relevant information on answer books before collecting them.

***Question papers should be collected at the end of each session and be used as resources in subsequent years.***

## 6. INSTRUCTIONS TO LEARNERS

**The following are guidelines that must be brought to the attention of the learners before a session starts:**

- (i) Learners should ensure that they have the relevant stationery needed for each test – no sharing of stationery will be allowed.
- (ii) Learners should ensure that they have the relevant stationery needed for each test – no sharing of stationery will be allowed.
- (iii) NO cell phones are allowed in the test room;
- (iv) No explanations of any question may be asked;
- (v) All the questions in the test must be answered in the provided answer book;
- (vi) In the MCQ learners must ensure that only ONE choice is clearly distinguishable as the answer book;

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- (vii) Learners must not assist other learners or try to assist a learner in getting help or communicating with anyone;
  - (viii) Learners must not create disturbances inside or outside the testing rooms;
  - (ix) Learners may not be in possession of any material or equipment that may help them during the test;
  - (x) All answer books must be handed in and accounted for before learners leave the test room; and
  - (xi) Learners may not leave the test room before all scripts have been collected and accounted for.


## 7. WRITING THE CURRICULUM TESTS

- (i) Learners must always work individually.
- (ii) Learners should sit at their own desks as far as possible, and test rooms should not be overcrowded.
- (iii) Learners should not take their school bags or any material that may assist them into the test room.
- (iv) **No** borrowing of stationery and calculators between learners will be allowed.
- (v) Learners that have received concessions in terms of the SIAS policy should be allowed to write their tests in line with the concession.
- (vi) The SC should ensure that there is a learner attendance register for each session – a class list printed from SA-SAMS will suffice.
- (vii) The attendance registers should be batched with the answer books and handed to the relevant subject teachers for marking.
- (viii) The SC should make copies of all attendance registers and keep the copies for future reference should it be needed.
- (ix) Monitors from districts, provinces, and the DBE should be allowed to monitor the process once their credentials have been verified;
- (x) The SC should keep a monitor register. **(Annexure B)**

## 8. ABSENTEES

- (i) Learner absenteeism during the writing of the GEC must be handled in terms of the internal school policy on absenteeism.
- (ii) Learners may only miss an examination, supported by documented evidence, for the following reasons:

- a) illness (a valid doctor's certificate/clinic certificate is required);

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- b) family bereavement (letter required);
  - c) community protests/strikes; and
  - d) Representing the country or province in a sporting or cultural event (official letter required).

(iii) Learners who are absent with valid reasons should be afforded a chance to write the tests when they return to school.


## **9. MARKING**

### **9.1 Marking Guideline Discussion**

- (i) After the administration day for each subject, as set out in the common timetable, the DBE will virtually conduct the memo discussion per subject per language.
- (ii) The marking guidelines for the paper that will be discussed during the marking guideline discussion should be collected from the principal/ GEC coordinator for the school prior to the marking guideline discussions.
- (iii) One subject teacher or subject head per school must attend the virtual session. He/she must bring the unsigned marking guideline and at least two scripts.
- (iv) A final signed-off marking guideline post the memo discussion will be sent out/emailed to the school/principal for marking. Each subject teacher/subject head must cascade and train other subject teachers for that subject and language.
- (v) A register of attendance for the training of teachers must be kept. Marking can only commence after the cascaded training/discussion has concluded using the signed-off marking guideline.

### **9.2 Marking of scripts**

- (i) Marking is done by the subject teacher for the subject and language using the signed-off marking guideline.
- (ii) Each teacher must be provided with a copy of the signed-off marking guideline.
- (iii) Teachers must use a red pen to mark scripts.
- (iv) It is recommended that teachers teaching the same subject mark together where there is more than one class in a grade.
- (v) During the marking process ticks must be used for each correct point/answer/process/step as guided by the marking guideline.




(vi) The number of ticks must correspond with the mark allocation for that item. Where the answer is incorrect the teacher must underline that response:

- a) Total marks per item must tally with the ticks and must be written in the right-hand margin in line with the question/alongside the typed mark allocation on the answer booklet.
- b) Verify the totals for each question/section, also count the number of ticks and compare the total thereof with the total obtained when adding the marks as indicated in the right-hand margin. This total obtained by counting the ticks should be circled.
- c) Calculate all the marks for each section and write the total on the top right-hand box of the script's cover page.
- d) Calculate the totals for each section to get a total mark. Calculate a percentage mark using the total mark obtained by the learner and that of the test. Write the % score on the block indicated on the learner script. (Answer book)
- e) Marking must be completed within the time frames as guided by the school subject policy pertaining to marking. The expectation is not to exceed three (3) days after writing.
- f) Record the total mark on the provided mark sheet against the relevant learner's name.
- g) Submit all the marked scripts to the subject head for moderation. The scripts must be packaged in the order of the class mark sheet for your subject.
- h) Marks should be entered on the mark sheet, in black ink.
- i) Each subject teacher is requested to complete a DBE observation form provided, to share experience and comments about the GEC tests (**Annexure C**).
- j) Teachers that are appointed as NSC markers must ensure that the GEC marking processes are concluded before they go for NSC marking.

### 9.3 Moderation of scripts

- (a) The following ink colors are proposed for the marking
- |                      |               |
|----------------------|---------------|
| Teacher              | Red ink       |
| Moderator (School)   | Green ink     |
| District Moderator   | Orange ink    |
| Provincial Moderator | Pink ink      |
| DBE Moderator        | Turquoise ink |



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- (b) Moderation means remarking the scripts as if no marking was done by the subject teacher.
  - (c) If a discrepancy has occurred, the matter must be taken up with the subject teacher concerned at first and later with all subject teachers where there is more than one class per grade. This is to ensure that a similar problem/discrepancy does not occur.
  - (d) If the impact of the discrepancy is huge or reoccurs in several scripts, the entire batch must be returned to the teacher for a remark of all scripts. Check if all totals are added correctly and are correctly transferred to the cover page (for script).
  - (e) Check if all totals are correctly transferred to the mark sheet next to the corresponding learner name.
  - (f) Moderators/subject heads must append their signature alongside the moderated total mark on the scripts of each learner.
  - (g) The district must moderate the 10% of sampled scripts as well before submission to DBE.
  - (h) The province may conduct moderation, the percentage will be determined by the province.
  - (i) The subject head/HOD must finally sign off the mark sheet with the moderated marks and submit to the SA-SAMS champion to capture.

#### **9.4 Uploading of results of SA-SAMS**

- (a) Completed mark sheets per subject, with moderated marks, must be submitted to an official who captures marks into SA-SAMS. All data captured must be verified against the original handwritten mark sheet.
- (b) The marks must be captured in the column for a Term 4 controlled test.
- (c) The weightings of a task will be calculated automatically on SA-SAMS and schools must not make changes to the individual task weightings.
- (d) The hard copy of the mark sheet must be photocopied and packed with the scripts if the school was sampled for moderation marking at the DBE.
- (e) The original mark sheet must **be filed**.




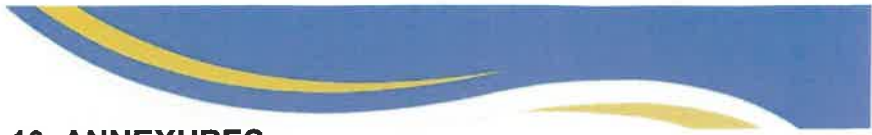
## 9.5 Reporting

- (a) Schools must continue completing mark schedules and issuing report cards as required.
- (b) All learners will receive their normal school report generated from SA- SAMS.
- (c) The envisaged GEC report card will be developed in the background using data generated from the various GEC components in 2024. This report will not be presented to learners.

## 9.6 Provincial Verification of marking and DBE capturing of marks.

- (a) A sub-sample of 1000 schools nationally will be sampled for external moderation by the DBE. The district must ensure 10% of the sampled scripts are moderated before submission to DBE for moderation.
- (b) The province will select 25 learners per grade per subject using the random sampling table provided for by provincial verification of marking and submit to the school.
- (c) In these schools a specific list from all grades 9 will be sampled and communicated to the school.
- (d) These scripts should be recorded by the GEC using the form provided in **(Annexure E)**.
- (e) The district should select 10% of the learners from the 25 learners marked by the school per subject and moderate them.
- (f) The province should select 10% of the learners' scripts moderated by district per subject per district.
- (g) The province should ensure that the marksheet supplied by DBE should be completed at all levels
- (h) All the scripts for the learners in these classes should be batched, packaged and forwarded to the district after it has been marked and has gone through the internal moderation processes at the school, district and provincial level (where applicable).
- (i) Package the marked scripts and the copy of the mark sheet as well as a clear mark sheet for the sampled class for each subject together per class for submission to the district and province respectively, where applicable
- (j) The DBE will monitor the provincial verification of marking and copies of marksheets will be collected
- (k) The DBE will deploy officials to moderate scripts at provincial level.
- (l) The DBE will moderate 10% of scripts moderated at the province per subject. PED should submit an updated management plan to DBE to schedule the moderation process.

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- (m) The province will conduct moderation of the sample of scripts moderated by the district
  - (n) The school will submit all schools to the district, the district will submit all scripts to the province and the province will submit all completed marksheets to the DBE.
  - (o) All scripts and accompanying marksheets should be submitted to province for the verification of marking process.
  - (p) The province will need to submit all marksheets to DBE for the capturing of marks i.e. all the 25 learners: both the moderated and the unmoderated at district or provincial level
  - (q) The province should submit all the marksheets to the DBE on the **13<sup>th</sup> of December.**



## 10. ANNEXURES

### Annexure A: Declaration of Confidentiality

#### DECLARATION OF CONFIDENTIALITY FORM – GEC CURRICULUM TESTS

1	<b>(Surname &amp; Full Names)</b>																				
2	<b>ID No.</b>											3.	<b>Persal No.</b>								
4	<b>GEC Cycle</b>											Nov-24									
<b>5. Declaration</b>																					
5.1	I wish to declare that I (indicate by do or don't)		have a child/next of kin who will be writing in any of the subjects offered by the department GEC Curriculum tests during the examination cycle under review																		
5.2	I undertake to abide not disclose any information regarding the GEC to anybody, except: <ul style="list-style-type: none"> <li>• to someone whom I am rightfully responsible to disclose the information to;</li> <li>• if the information is to the benefit of efficiency in the administration of the GEC; or</li> <li>• to a person to whom the Head of Department and/or designee approved that the information may be disclosed to.</li> </ul>																				
5.3	I am fully conversant with the serious consequences derived from any transgression of the declaration.																				
5.4	I solemnly and sincerely undertake at all times to promote that which will advance and to oppose all that may harm the administration of the GEC, to obey, observe, uphold and maintain efficiency and excellence and to discharge my duties with all my strength and talents to the best of my knowledge, ability and true to the dictates of my conscience. I undertake to report any matter that may bring the gec administration processes into disrepute																				
5.5	I take note of the contents and fully understand the stipulations in the Protection of Information Act (Act No 84 of 1982) and in particular to the stipulations contained in Section 4 of the said Act.																				
<b>SIGNATURE</b>																					
<b>PLACE</b>																					
<b>DATE</b>																					
		<b>WITNESS 1</b>										<b>WITNESS 2</b>									
<b>NAMES</b>																					
<b>SIGNATURE</b>																					
<b>DATE</b>																					





Annexure C: Teacher Feedback Form

2024 GEC PILOT STUDY  
CURRICULUM TESTS

TEACHER FEEDBACK

Dear Subject Teacher, please provide the Department of Basic Education (DBE) with your valuable feedback regarding the test and its marking guideline. It is important to receive feedback from you for the DBE to improve.

If you happen to teach more than one subject of the tests provided by the DBE, please complete one form per subject.


Please ensure that the completed feedback form is returned to the Provincial Assessment Coordinator.

<b>School name:</b>	
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Please indicate the subject(s) you teach in Grade 9: (tick)

Language	FAL	HL	EMS P2	Math	NS
Afrikaans					
English					
IsiNdebele					
IsiXhosa					
IsiZulu					
Sepedi					
Sesotho					
Setswana					
Siswati					
Tshivenda					
Xitsonga					

**Please indicate the subject and paper that you are providing feedback on:**  
(Please note that for every subject a separate feedback form should be completed)



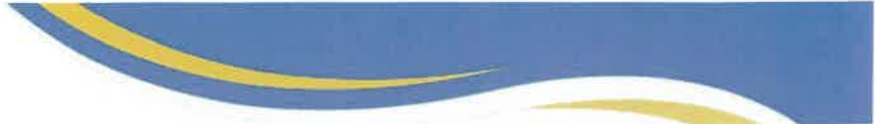
SUBJECT		Paper
Test		Marking Guideline
Question number	Comment	Comment

**General comments on Section A**

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**Section B**

Test		Marking Guideline
Question number	Comment	Comment



**General comments on Section B**

\_\_\_\_\_  
**Subject Teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Number**

School Stamp



*Annexure D: Recording form of submission of scripts for moderation marking*

<b>Province</b>	
<b>District</b>	
<b>School Name</b>	
<b>EMIS number</b>	
<b>GEC School Coordinator (SC)</b>	

<b>Language</b>	<b>FAL</b>	<b>HL</b>	<b>EMS P2</b>	<b>Maths</b>	<b>NS</b>
	No. of Scripts	No. of Scripts	No. of Scripts	No. of Scripts	No. of Scripts
Afrikaans					
English					
IsiNdebele					
IsiXhosa					
IsiZulu					
Sepedi					
Sesotho					
Setswana					
Siswati					
Tshivenda					
Xitsonga					

\_\_\_\_\_  
**GEC School Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Number**

\_\_\_\_\_  
**District Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Number**

\_\_\_\_\_  
**Provincial Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Number**

\_\_\_\_\_  
**DBE Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Number**

**GEC Sampled Scripts Mark Sheet**

<b>Province</b>						
<b>District/Circuit</b>						
<b>Subject</b>						
<b>School</b>						
<b>EMIS No.</b>						
			<b>Total Mark on Script recorded</b>			
<b>No.</b>	<b>Surname</b>	<b>Name</b>	<b>School</b>	<b>District</b>	<b>Province</b>	<b>National</b>
1						
2						
3						
4						
5						
6						
7						
8						
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10						
11						
12						
13						
14						
15						
16						
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18						
19						
20						



21						
22						
23						
24						
25						

\_\_\_\_\_  
**School Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**District Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Provincial Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**DBE Official**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**



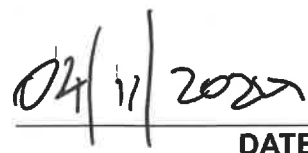
## ABBREVIATIONS

ATP	-	Annual Teaching Plan
DBE	-	Department of Basic Education
FET	-	Further Education and Training
GEC	-	General education Certificate
GET	-	General Education and Training
ICAT	-	Integrated Common Assessment Task
MCQ	-	Multiple Choice Questions
NQF	-	National Qualifications Framework
NSC	-	National Senior Certificate
PAC	-	Provincial Assessment Coordinator
PED	-	Provincial Education Department
SA-SAMS	-	South African School Administration System
SC	-	GEC School Coordinator
SIAS	-	Screening Identification and Support Policy
SMT	-	School Management Team
SoS	-	Schools of Skill
TSM	-	Three Streams Model

Districts should ensure that the contents of this Assessment Instruction is disseminated to all schools participating in the GEC pilot program.

Yours in Education

  
\_\_\_\_\_  
**MR R. TYWAKADI**  
**DEPUTY DIRECTOR-GENERAL: CURRICULUM MANAGEMENT**  
**AND DELIVERY**

  
\_\_\_\_\_  
**DATE**