GEC

Training Manual 2023

Advancing General Education Further

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Read to Lead
A Reading Nation is a Leading Nation

NDP 2030

STAY SAFE
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GEC Training Manual 2023
Advancing General Education Further

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Abbreviations and Acronyms

ATP	Annual Teaching Plans
AfL	Assessment for Learning
ACER	Australian Council for Educational Research
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DO	District Officials
EMS	Economic and Management Sciences
FA	Formative Assessment
GEC	General Education Certificate
ICAT	Integrated Common Assessment Task
LOLT	Language of Learning and Teaching
MST	Maths, Science and Technology
NAF	National Assessment Framework
NSC	National Senior Certificate
PLC	Professional Learning Communities
PBL	Project Based Learning
PAC	Provincial Assessment Co-ordinator
PED	Provincial Education Department
QA	Quality Assurance
SBA	School Based Assessment
SC	School Co-ordinator

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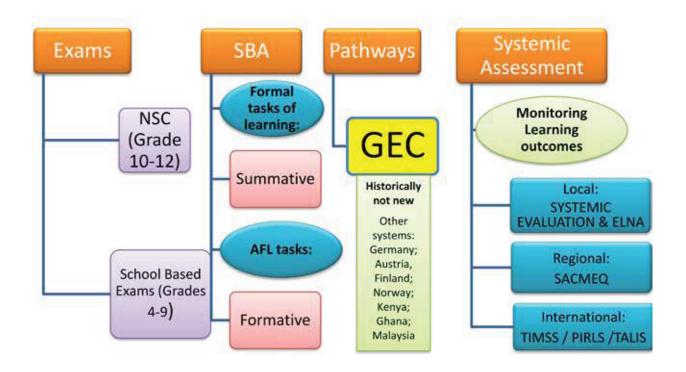# 1. Overview of the GEC and Purpose of the Training

1.1 The National Assessment Framework (NAF)

The GEC (General Education Certificate) forms part of the National Assessment Framework (NAF) and will assist learners in establishing pathways after ten years of schooling, for example, the Occupational stream, Vocational stream and Academic stream.

The NAF principles are:
a. To improve learning by providing feedback to the teacher and the learner on whether learning is taking place and on areas of weakness;
b. To make a judgement about a learner's level of performance against defined learning outcomes;
c. To monitor the performance of the education system and to identify trends (systemic) against the social justice principles;
d. To monitor how the identified goals of the system are supporting the desired outcomes, from early learning to exit levels; and
e. To support a positive engagement within the community, with relevant data that balances accountability and support for improving learning outcomes.

The framework is not yet finalised but has as its pillars:
Summative [Exams and School-based Assessment (SBA)]; Formative (SBA); and Systemic evaluations – local, regional and international.

1.2   Broad Goals of the GEC

Broad Goals of the GEC are to:
a.   Recognise the holistic skill-set for learners over schooling in the GET;
b.   Set appropriate curriculum standards to be achieved at the end of Grade 9;
c.   Enable learners to access further education streams linked to the 3-stream model;
d.   Integrate and facilitate the assessment of 21st century skills: critical thinking; creative thinking; collaboration; communication; and cognition (meta); and
e.   Award learners a report card/certificate that reflects the skills, talents and competencies that will be inclusive to all learners and assist them in their transition from school to work or further education.

The 21st century learner is different from those of previous generations. We need to adapt our teaching methodology to this learner.

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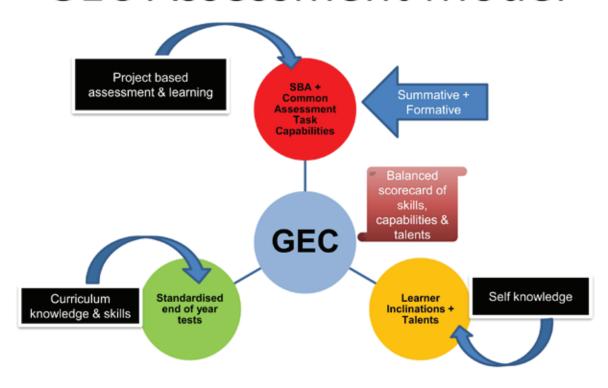Basic Education
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1.3 The Assessment Model

The GEC consists of the three aspects of assessment: SBA (summative, e.g., integrated project and formative), summative [exams, controlled tests in terms of current Annual Teaching Plans (ATPs) – curriculum tests at the end of the year] and the Inclinations Assessment, which will ultimately lead to a holistic assessment card for each learner.

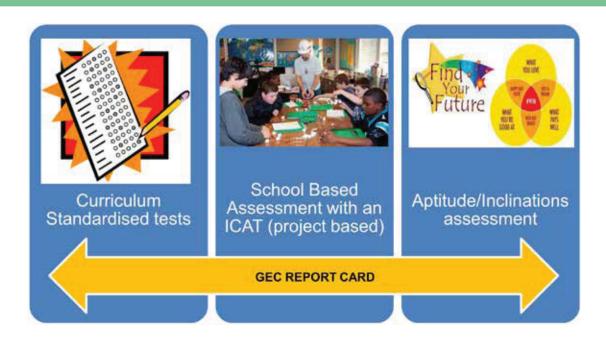The following forms of Assessments are used in GEC pilot:

The aim is for an integrated assessment model with a three-pronged approach that includes curriculum tests, school-based assessment with an IPCAT (project-based), as well as an Aptitude or Inclinations assessment that will all appear across the learner's GEC report card.

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Curriculum
Standardised tests

School Based
Assessment with an
ICAT (project based)

Aptitude/Inclinations
assessment

GEC REPORT CARD

1.5   A new emphasis: a 360° assessment model

Currently, learners are made aware of their summative performance in the nine subjects only. We want to give them a holistic assessment of their abilities in terms of three areas. This can assist in guiding them with a pathway after Grade 9.

The diagram below unpacks this holistic learner assessment more fully.

Subject-specific skills and capabilities assessed through end of year tests

- Languages
- Mathematics
- Life orientation
- Economics and management sciences
- Social sciences
- Natural sciences
- Technology
- Creative arts

- Metacognition
- Self-reflection and self-evaluation
- Critical thinking
- Creative thinking
- Collaboration
- Problem solving

Broader learner skills and capabilities

- Leadership
- Initiative
- Working with others
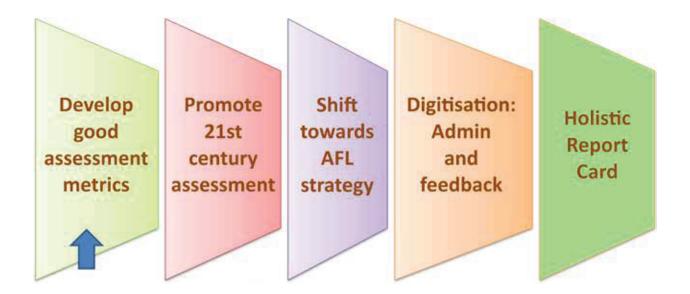- Persistence
- Planning
- Concern for others
- Enterprise

Inclinations & Talents

Current emphasis   **New, added emphasis**

1.6 Theory of change for the GEC assessment model

We are in the process of changing the assessment landscape: starting with the development of the assessment metric (model), looking to bring in, develop and assess 21st century skills, adopting an Assessment for Learning (AfL) pedagogy, aiming to bring in digitalisation in the administration of the GEC and ultimately, being able to provide the holistic report card (certificate).

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1.7 The GEC Pilot 2021 – 2024

The main purpose of the GEC pilot is to investigate the feasibility of the implementation of the three components of the GEC assessment model in the South African context. The GEC pilot intends to answer the following questions before implementation in 2025.

a. To what extent will the DBE be able to implement the GEC model in the South African context (Can the pilot study model be upscaled)?
b. How will learners perform in the integrated components of the GEC model, SBA and Integrated Project, Standardised Curriculum tests and the inclinations (How can we generate a holistic dashboard)?
c. What is the quality of marking of the GEC curriculum tests (How do we move from externally set tests to internally set tests?
d. To what extent is the 80% and 20% weighting on the curriculum tests suitable for the assessment of grade 9 at GEC?

1.8 GEC 2023 Workshop

To Advance general education further for a brighter future for 21st century learners the following objectives are set for the GEC 2023 Workshop of the 25th - 30th of June 2023:

Objectives of the workshop

1. To mediate the model of assessment to be implemented in the administration of the General Education Certificate (GEC).
2. To explore the integration of 21st Century Skills in the teaching, learning and assessment, relating to the GEC.
3. To evaluate the findings of the GEC Pilot implemented in 2022, and its impact on the Pilot in 2023 and full-scale implementation in 2025.
4. To expose participants to the three key components of the GEC assessment model, which includes the following:
   4.1. School Based Assessment: composition, implementation and quality assurance.
   4.2. Curriculum Test: setting, moderation, administration, marking and recording.
   4.3. Inclinations Assessment: format, administration and reporting.
5. To understand the implementation of assessment of learners with special needs across the three GEC assessment components.
6. To develop a model for teacher development with regard to assessment relating to the GEC.
7. To unpack the role of the district with regard to its support in the implementation of the GEC.
8. To present the national monitoring and evaluation framework and how it can be implemented at provincial level.

2. The GEC and Underlying Methodologies

2.1   Assessment for Learning (AfL)

When an assessment is completed and the evidence from that assessment is used to improve learning (and teaching), it is known as Assessment for Learning [whether it is a summative exam or test at the end of a chapter, or a Formative *classroom* Assessment, i.e., Formative Assessment (FA) *during the teaching process*]. If the evidence is not used for improving learning and teaching, it is not AfL or the assessment is NOT formative.

Grade 8 learners writing a final exam and not given feedback for improvement get promoted to Grade 9, carrying all the gaps identified by the exam with them.
However, if the exam is analysed and the learner gains information that will help him/her improve, and the teacher understands how to help these learners improve, then both the learner and the teacher have made the assessment purposeful. What sets apart AfL or FA from traditional testing or examination is the use of (assessment) evidence to move the teaching and learning process forward. So providing **feedback** during or after a learning activity is the most important key in this regard.

2.2.   Deeper Learning

"The Department has identified as part of the curriculum strengthening process, a focus on deeper learning. Deeper learning has been identified in modern education systems as a potential methodology of promoting 21st century skills. In addition to 21st century skills, deeper learning allows for further focus on academic, social, emotional, and Intellectual engagement. Education researchers indicate that a clear focus on learning skills, dispositions, knowledge, and values are essential to a productive and wholesome life. There is a need for dynamic learning environments, collaborative learning partnerships, transforming pedagogical practices and leveraging new digital resources. Building on the knowledge currently in Curriculum Assessment Policy Statement (CAPS), we need to identify and define the skills and competencies needed for the 21st century jobs and there is a need to work towards a curriculum competency framework.
Initial work from the DBE has included a trimmed curriculum with a focus on core and fundamental topics."

2.3. Holistic skills

An expanded breadth of skills (Save the children/JET/Brookings Institute/Future Wise)

Education in the 20th century was characterized mainly by content and knowledge accumulation, which was in turn dominated by rote tasks and manual labour. Skills development was still dictated largely by the needs of the Industrial Age. Literacy and, to a lesser degree, numeracy were perceived as necessary in that they provided increased access to content and knowledge.

In the 21st century, both literacy and numeracy remain key skills. They are emphasised as the major goals of educational systems across the globe and viewed as the primary means to open doors for children to participate effectively in society.

In what is referred to as the "Information Age" or "knowledge economy," a broader suite of skills for learning, work, and life is needed to be applied. Skills are enablers which provide the means to access a multiplicity of mental and physical activities. These skills rely not only on cognition, but also on the interdependencies of cognitive, social, and emotional characteristics. Shifts in skills, away from the narrow focus on literacy and numeracy and toward breadth of skills, are needed to navigate our changing societies and for individuals to function as responsible citizen.
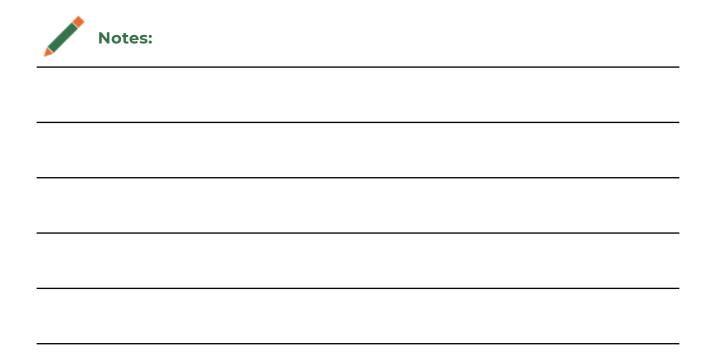
A global movement to include a broad range of competencies or "breadth of skills," beyond literacy and numeracy, is increasingly visible and evident in national education policies and curricula. The United Nations, Sustainable Development Goal 4, is to ensure inclusive and quality education for all and promote lifelong learning (United Nations,2015). This agreement identifies literacy and numeracy skills, skills for employment and entrepreneurship, and skills needed to promote sustainable development as targets for all children and youth by 2030. These targets signal an emphasis on the breadth of skills necessary to comprehensively prepare children, youth, and adults for 21st century citizenship and life.

To promote the holistic development of the learners, the DBE's approach calls for an expanded breadth of 21st century skills from Grade R to Grade 12, and this is emphasised in the GEC assessment model. The breadth of skill is indicated in the table below.

I.   21st century skills: School-based integrated assessments – mainly formative
      a.   Critical thinking
      b.   Communication
      c.   Collaboration
      d.   Creativity
      e.   Cognition (meta)

II.   Basic skills: School-based Assessment – mainly summative
      a.   Literacy
      b.   Numeracy
      c.   Digital

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III. Subject knowledge skills: (tests/exams – end of year – mainly summative)
   a. Fundamentals
   b. Electives

IV. Socio-emotional skills: Inclinations assessment – mainly formative
   a. What are your talents?
   b. What kind of worker are you?
   c. What can you do with your talents?

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3. The GEC Implementation and Rollout Plan for 2023

3.1 Activities and timelines

Activity	Timeframe	Responsibility	Notes
Sampling	December 2022 to February 2023	DBE	Sampling is done in association with Australian Council for Educational Research (ACER)
Informing and verification sampled schools	March to April 2023	DBE, PED	Sample released to PEDs from verification of, and informing, sampled schools
Advocacy	April to May 2023	DBE, PED	Advocacy done in partnership with E³ together with Entrepreneurship advocacy
School information submission	May 2023	Sampled schools	Schools to complete the GEC school information form online. The form provides important information on the schools – especially on the number of question papers and the Home Languages offered
Training: national	18 – 23 June 2023	DBE	Provincial and District officials that will be cascading the training are trained
Training: provincial	June to July 2023	PEDs	Provinces to cascade the training to all sampled schools
Implementing Integrated Assessment Task	Third term	Sampled schools supported by PEDs	Schools to conduct the Integrated Assessment Task and capture results on SA-SAMS
Quality assurance (QA) of the curriculum tests	10 - 13 July 2023	PEDs and DBE	Provinces nominate subject specialist to attend the QA at the DBE
Collection of the curriculum tests at the DBE for printing	August 2023	PEDs	PEDs print, pack and distribute to sampled schools
Midline reflection	September 2023	DBE	Google Form for all participating schools followed by short webinar
Implementing Inclinations Assessment	August to October 2023	Sampled schools supported by PEDs	Inclination Assessment conducted: results captured and communicated to schools by E³
Writing, marking and moderation of Curriculum tests	13 – 22 November 2023	Sampled schools	Tests are written according to the GEC timetable
Endline reflection	December 2023	DBE	Google Form for all participating schools followed by short webinar
Moderation of 45 sampled schools	16 -23 December 2023	DBE	45 Schools will submit material from 1 sampled class to DBE for moderation marking
Feedback on field trial results	March 2024	DBE	Field trial report drafted

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4. General Roles and Responsibilities for the GEC implementation

a. **Department of Basic Education (DBE)**
   - Develop curriculum tests in the specified subjects and the integrated projects
   - Provide provinces with all the GEC material for printing
   - Develop training manuals
   - Train provincial officials and monitor the cascading model at the provincial level
   - Monitoring the implementation of the pilot study

b. **Provincial Assessment Coordinator (PAC)**
   Should take overall responsibility for the administration and the GEC assessment model. This would entail communication with sampled schools, managing provincial logistics around printing and delivery of materials to schools, preparing monitoring plans, dealing with promotion and progression matters linked to the GEC and compiling provincial reports. In a case where another official takes care of the GEC assessment matters, he/she will report to the Provincial Assessment Coordinator.

c. **Provincial Curriculum Coordinator (PCC)**
   The PCC will be responsible for the coordination and training of the provincial and district GET subject advisors and school leaders on grade 9 Integrated Common Assessment Task (ICAT).

d. **District officials (DA)**
   Districts are also required to nominate two GEC coordinators preferably a deputy chief education specialist or a subject advisor as master trainers from the curriculum unit and an official from the district assessment unit. These officials will also provide continued support to schools during the field trial.

e. **The GEC School Coordinator (SC)**
   School Coordinators are essential in the successful implementation of the GEC in sampled schools during the course of the academic year. SCs are nominated based on their experience and the trust that school communities place in them. The collaboration between the SC and the principal is essential, especially during the writing of the curriculum tests in November. The timing of writing of the GEC will coincide with that of the National Senior Certificate (NSC). It is therefore crucial that the principal and the SC meet regularly to ensure that the GEC and the NSC can run concurrently.

   The SC will among others:

   - Keep a GEC file where all GEC related issues are documented;
   - Coordinate all GEC activities in the schools;
   - Liaise with the teachers, parents, district, provincial officials;
   - Coordinate internal communication of GEC activities e.g. training sessions, review session attendance by teachers the administration of the inclination assessment etc.; and
   - Ensure that the GEC curriculum tests are written in a controlled environment.

The roles at school level will be highlighted after each assessment component

5. Three Components of Assessment

5.1 Inclinations Assessment (Career Inclinations)

5.1.1 Background and Rationale

As part of the GEC small-scale pilot in 2021, an international collaboration with ACER was sought where a model was developed to be used as a guide for the GEC's holistic assessment.

In the model, Curriculum Attainment would test academic knowledge through a Benchmark Assessment; General Capabilities (the broader 21st century learner skills and capabilities) would be assessed through the Term 3 Projects and broader vocational learner skills and capabilities would be assessed through an Inclination Assessment.

The Inclinations Assessment (administered via a self-assessment tool based on the highly reputable Holland Code) is intended to provide guidance to learners about their three most dominant, natural traits or characteristics (i.e. what they are most naturally inclined towards).

The intention of the Inclinations Assessment is that, based on the report that is delivered to the learner on completing the assessment, learners will be able to engage in self-reflection based on what is included in the report.

This assessment and resulting report is meant as a catalyst for conversation between the learner, their parents and their teachers as a step in the journey towards their determining key themes around their subject, work and career choices that will be made in Grade 9.
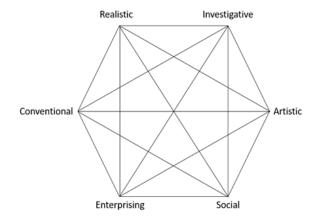
The intention is that, through access and supported reviewing and discussion of the results in the report, learners will also develop new language to describe themselves and their work preferences that will guide them in their Grade 10 subject choices.

The Inclinations Assessment has not been designed to be a once-off judgement, nor are the results cast in stone. Rather it is encouraged that the response in the results (the report) should be moderated as the beginning of a journey to self knowledge.

5.1.2 The Assessment Framework: The Holland Code Paradigm

Developed in the 1970s, the Holland Code is a popular, well researched and useful framework that organises a person's dominant characteristics into six different categories or areas of interest. These characteristics are helpful for exploring personal interests and the career choices that have the potential to be the most closely suited to those interests. Holland's theory is also known as the RIASEC system. The acronym RIASEC refers to Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) type classifications.

An image depicting the Holland Code's RIASEC model

The theory underpinning the Holland Code is that all occupations require specific sets of characteristics and that people with different characteristics or inclinations would be most satisfied, more easily develop skill sets and have longer-term fulfilment if they choose occupations that are aligned with these natural inclinations.

The Holland Code helps to identify a learner's top three characteristics, gives a description of what those common characteristics might be and offers examples of the types of work that people with these characteristics typically do.

The report that is generated at the end of the Inclinations Assessment will show the learners' top three characteristics (or natural traits or Inclinations) according to the Holland Code.

The list of possible traits that will be shared are listed in the table below.
It is recommended that these are familiarised so that the report can be better understood.

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The characteristics of each Holland 'type'

Code	Key	Common Characteristics	Examples of Careers where this characteristic is dominant*
R	Realistic	Realistic people tend to prefer activities that are explicit, ordered, or involve systematic manipulation of objects, tools, machines, and animals. These tendencies lead towards the acquisition of manual, mechanical, agricultural, electrical, and technical competencies.	Realistic people tend to lean towards practical, hands-on or tangible work. Agriculture Architect Carpenter Chef Chemistry Computer engineering Dentistry Engineer Fashion design
I	Investigative	Investigative people tend to prefer activities that focus on observational, symbolic, systematic and creative investigation of physical, biological, and cultural phenomena (in order to understand and control such phenomena). These tendencies lead towards the acquisition of scientific and mathematical competencies.	Investigative people tend to lean towards research-orientated work where they can be knowledgeable and curious. Actuary Community Health Workers Dietitian/Nutritionist Doctor Lawyer Psychology Social Work
A	Artistic	Artistic people tend to prefer ambiguous, free, unsystematised activities that entail the manipulation of physical, verbal, or human materials to create art forms or products. These tendencies lead in turn to the acquisition of artistic competencies.	Artistic people tend to lean towards work where they can be expressive, creative or visual. Architect Broadcast journalism Counsellors Entrepreneur Poets, Lyricists and Creative Writers Psychologist Speech-language pathology Teacher

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S	Social	Social people tend to prefer activities that entail the manipulation of others to inform, train, develop, cure, or enlighten. These tendencies lead in turn to an acquisition of human relations competencies.	Social people tend to lean towards work where they can be helpful, empathetic and friendly. Archivist/Librarian Personal Financial Planner Guidance/School Counselor Educational administration Fitness Trainer Foreign Service/Diplomacy Lawyer Sociology Veterinarian
E	Enterprising	Enterprising people tend to prefer activities that entail the manipulation of others to attain organisational goals or economic gain. These tendencies lead in turn to an acquisition of leadership, interpersonal, and persuasive competencies.	Enterprising people tend to lean towards work where they can be influential, energetic, sociable. Real Estate Agent Customer service Firefighter Graphic designer Human Resources Broadcast journalism Management Consultant Public relations Advertising Marketing Sales
C	Conventional	Conventional people tend to prefer activities that entail explicit, ordered, systematic manipulation of data (keeping records, filing materials, reproducing materials, organising business machines and data processing equipment to attain organisational or economic goals).	Conventional people tend to lean towards clerical, computational, and business-system work. Actuary Engineer Human Resources Office administration Paralegal Statistician Technical writer, Proofreader/Copy Editor Web developer

Wikipedia contributors. Holland Codes. Wikipedia, The Free Encyclopedia. January 13, 2023, 14:05 UTC.

In the report that each learner will receive after completing the 2023 Inclinations Assessment, they will see the top three categorisations (or types) that are based on

the answers that they have given.
To make it a little easier to understand, these categories are presented as:

* Thinker ▲ Builder ✚ Creator ❯ Influencer ◻ Organiser ❤ Helper

All careers can be categorised under these worker types which then help the learner explore further subject and then career choices.

Thinker
Likes working with information, data and ideas

Helper
Likes working with and helping people

Builder
Likes working with objects rather than ideas

Creator
Likes to work on creative pursuits and original ideas

Influencer
Likes to work on new projects, leading and influencing others

Organiser
Likes working with data, information and structure

*It is important to note that this is a model that is being trialled and tested in the GEC. While it is useful as a lens through which to view the potential of natural strengths in learners, the results are not able to fully capture every intricacy nor ambition. The results and associated career examples require both mediation and common-sense interpretation.

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5.1.3 Assessment Tool

The Inclinations Assessment in the 2023 pilot study will be accessed via the DBE's E³ WhatsApp bot called **TeacherConnect*chat***.

While not data-free, WhatsApp has a very low data use.

Once **TeacherConnect*chat*** receives the keyword, the questions will be triggered which will need to be answered in order for the result to be shared. The result is immediate on completion of the assessment.

Data from the inclination assessment that will be generated in 2023 will be used in two ways;
• to guide learners on their skills and capabilities; and
• to plan on how to include feedback from the inclination assessment to a learner report card in subsequent years.

Schools that are interested in conducting the inclinations assessment online should engage with an external Service Provider who can provide additional services at a cost to the school.

Schools will be provided with bi-weekly updates on the progress of learners in the inclination assessment.

The inclination assessment will be accessible from 22 July 2023 until 27 October 2023 via **TeacherConnect*chat*.**

5.1.4 Conduct and Administration

It is recommended that the Inclinations Assessment as well as the importance of this assessment type is explained at the beginning of Term 3, with learners being able to complete it by the 2nd week of Term 4, i.e., all learners who are in the sample schools in Grade 9 are to complete the Inclinations Assessment by 27 October 2023.

The teacher is requested to:
• explain what the Inclinations Assessment is
• to show the learners how to do the Inclinations Assessment
• to support the discussions with the learners about the Inclinations Assessment report
• confirm when the Inclinations Assessment should be completed by

Due to the length of time it takes to complete the Inclinations Assessment (45 min is a guide for the time) and the fact that it needs to be done on WhatsApp, it is not recommended that this be done in the classroom. Rather it is suggested that the teacher sets aside time in the time table to explain what the Inclinations are and that the learner does this in their own time before the 27th October 2023.

A suggestion might be that the teacher does a bi-weekly check-in with the class around questions, feedback on results and uses this as an encouragement to get the learners to complete the Assessment before the 27th October 2023.

Every two weeks a report on learners who have completed the Inclinations Assessment will be shared with the principal, to help facilitate this discussion.

There are 80 questions in the Inclinations Assessment.
Once the learner knows how to access the questions, it is recommended that the learner set aside 45 minutes of uninterrupted time after school to complete the assessment.

The assessment is keyword-activated and, once the keyword has been entered, a series of questions will appear on the mobile handset.

The first set of questions will be the learner registration information. The subsequent questions will relate to the Inclinations Assessment.

It's simple, easy to use and should take no more than 45 minutes to complete.
Another important note is that if the assessment is left idle for more than 5 minutes (if, as an example, the learner is distracted or goes away and comes back) the assessment will reset and the learner will need to start again.

It is recommended that the learner understands that they should prepare themselves to answer the questions and set aside the required time where they will be uninterrupted.

Encourage the learners to use their instincts in answering the questions. The Inclinations Assessment works best when it is reflecting the instinctual response. In this instance the instinctual response is generally closer to the truth. When communicating with your learners, please reiterate that there are no right or wrong answers, they don't need to overthink things and can answer what comes naturally to them.

Questions are available in English, Afrikaans, IsiZulu and IsiXhosa.

Note that the resulting report is presently available in English only.

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How to Access the Inclinations Assessment on TeacherConnect*chat*

Step 1

Join **TeacherConnect*chat***, by saving this telephone number on your phone 060 060 33 33 and making the name of the contact **TeacherConnect*chat***.

Open up the WhatsApp application on your phone and send this keyword **IGO** in a WhatsApp message to **TeacherConnect*chat*** contact. Please note that the keyword is not case sensitive (so you can enter it in uppercase or lowercase). Just make sure that there are no spaces between the letters i g and o.

If you have a QR code reader, you can also open up the QR code reader and snap this code. The code will open up WhatsApp for you with the keyword already loaded. You will just need to press 'Enter' to start.

Step 2

Once you have pressed enter and submitted the **IGO** keyword, you will see a few messages that come up on your screen.

Follow the messages on the screen. They will give an introduction to the Inclinations Assessment and then ask the learner to register. Learners will need to know their province, district, school name and class name.
NB: It is important to register correctly so that the results can be shared with the school.

You will also be asked which language you would like to take the assessment in. (Please note that although the questions will be asked in your language of choice, the response document- the report- will be in English).

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Step 3

Now it's time to take the assessment.
It's simple, easy to use and should take no more than 45 minutes.

You are encouraged to read the question that is in the message.
Each message will present a scenario. You will be asked if that scenario "sounds like" it describes them (ie something that you would be inclined towards or something that you have done, enjoyed or previously had an interest in).

Example 1
You know that you are good at building or fixing things, but you really don't enjoy it, and never find yourself doing it. Then they should answer "Not Me".
People often think they should answer "Sounds like me" because the behaviour is regarded as socially acceptable, but is not something that describes them.

Example 2
For example a question like "Helping others...". Everyone knows that this is the right thing to do, but many people naturally do not do it. Not everyone is helpful to others, and this does not make you a bad person. So in this case, the person should answer honestly, and say "Not me".

Another thing is that you are encouraged to answer the questions quickly.
The more time you spend thinking about how to answer a question, the more you'll be thinking about what other people think- rather than what you think and what your instinct is telling you to do.

You will see that you can answer with a

👍 Sounds like me

or a

👎 Not me

Once you start the questions, they will stay active for 5 minutes . If you get interrupted halfway through, you will need to start again.

Your answers will save after every 20 questions. If the time runs out before then, you will need to start again from the beginning- so be sure that you aren't distracted.

It is important to note that there is no right or wrong answer to the questions.
You need to answer what you feel is **most** like who you are or where your interests lie. This assessment is about you and what you like, so answer what feels right for you.

* A reminder that if the assessment is started but then left dormant for more than 5 minutes, you will have to start the assessment again.
* Please also note that it is possible for the you to do the assessment more than once. The last assessment that you do will be used on record. You must complete the assessment before the 27th October 2023.

Step 4
Once all 80 questions have been answered, learners will see a WhatsApp message that has a PDF in it. This is sent automatically to the phone that is being used for the Assessment. The PDF has the result of the Assessment in it.

The results are not meant to tell you who you are but to help you think about who you are, what you like and what you might want to do. Talk to your teacher, talk to your parents or talk to your caregiver about the results and what you think about them. See what makes sense to you and what you feel you are interested in the most.

The report will show you a 'worker type'. This is an example of what you might be good at and can help you see what choices might be a good fit for you based on your interests and abilities.

How to read and understand the Inclinations Report

The goal of this assessment is to help learners understand possible subject and career preferences that are based on their natural interests and inclinations.

It's important to note, you can never be 100% accurate when it comes to assessment reports. These reports should be used as a point of reflection for the learner as well as to help them articulate themselves better. It is meant as a catalyst to conversations that should be had with parents as well as teachers.

The report is designed to guide rather than to prescribe. So it's important that you communicate to your learners that using the assessment and reading the report is very much about their own personal discovery.

The Inclinations report will be shared with the learner via PDF in the WhatsApp message on **TeacherConnect*chat***.

The report will include:
- A summary of the results based on the answers that the learner gave
- An idea of which two worker types came across most strongly and the characteristics that are most commonly associated with people who have these inclinations:
    - A primary worker type
    - A secondary worker type

Once the learner has read through the report, they should discuss it with their parents or caregiver as well as their teacher. Based on their worker types there are subject (and even career) choices that could align with their natural inclinations that are reflected in the report.

However, it is important to always keep in mind that this report is an indication and does not prescribe or overwrite the learners' freedom to choose.

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These are the worker types and their associated descriptions:

1. Organisers:

Organisers are by nature individuals who value structure, and generally prefer roles where they can work with processes, guidelines and detail. They tend to avoid change and ambiguity in favour of stability and routine. With a strong focus on precision, these individuals enjoy working with numbers, records, machines and detailed information. They can come across as quiet in group situations, and are generally relied upon to be the responsible and stabilising influence in a team.

2. Helpers

Helpers generally come across as sociable and friendly with a preference for people-centric careers and an inherent enjoyment for serving the needs of others.
They are likely to be helpful, trustworthy, reliable and compassionate. Their natural tendency towards generosity and patience make them ideal for careers that involve caring for others. They are excellent communicators and generally do well with coordinating others. They have less focus on intellectual or physical pursuits. Helpers enjoy working with communities and teams rather than independently.

3. Influencers

Influencers gravitate towards careers that involve working with people, and enjoy taking the lead and influencing others in order to meet their goals. While these individuals enjoy working in groups or teams, they may have a tendency to overlook individual concerns in favour of the project or organisational outcomes. They are generally natural leaders, talented communicators and think well on their feet. They have good intuitions and high levels of emotional intelligence. They often come across to others as confident, assertive and energetic.

4. Creators

Creators at their core are creative thinkers and doers who use their imagination and/ or their hands to craft something new. Creators are most likely to be open-minded, original, non-traditional, and generally dislike rules and resist conformity. They can also be characterised as emotional, sensitive and unstructured, with a tendency to avoid a rigid or overly repetitive environment where they cannot take independent action. They enjoy working in groups and teams where they have the freedom to contribute ideas and express their creativity. They can also work independently as they often will have their own ways, ideas or approaches to solving problems.

5. Builders

Builders are likely to be practical, pragmatic and independent, with a strong focus on taking action. Physical tasks, such as outdoor activities, working with animals or the use of tools and machines, allow these individuals to work with tangible things rather than abstract concepts and information. Their typical approach to problem-solving is to take concrete action, rather than to debate, discuss or deliberate different courses of action. They are not likely to be focused on cultural, artistic or aesthetic ideas, but are more inclined towards a scientific and mechanical focus.

6. Thinkers

Thinkers are suited to careers that involve science and analysis including theory and research. They are likely to be naturally curious and inquisitive people who enjoy studying and understanding their environment, as well as researching facts to solve problems. They have a natural tendency towards investigating, and generally prefer not to work with large groups of people and/or leading, persuading or selling to others. These individuals use their problem-solving abilities to meet their goals, rather than by leveraging off their relationships with others.

Some commonly asked questions about the Inclinations Report

My worker type results aren't 100% accurate or I disagree with some of my results
That's normal. It's near impossible for a digital assessment to describe you 100%. The goal is for you to reflect on the results and take what you think and feel about them. Consider them and feel free to discard what doesn't feel right to you.

Do I need to choose one worker type over another?
No you don't. Both your primary and secondary worker types are there for you to think about. You might feel like one is closer to who you are than the other, and that's great! If you are equally interested in both, that's also great! You can use both worker types to explore more online and on **TeacherConnect***chat* about what subjects and career choices might be similar to your interests.

My primary and secondary worker type seem to contradict each other, what should I do?
If you get worker types that seem to contradict each other, that's totally fine. The way to view them is separate from each other, and then think whether what is being said makes sense to you or not. If it doesn't make sense to you, then you can decide to ignore it, and if it does make sense, then make a mental note of it for when you start to think about what subjects and career choices might be similar to your interests.

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Suggested activities for school coordinator, teacher and learner.

School Coordinator	Teacher	Learner
• Coordinate activities within the school • Ensure accurate information at all levels, e.g., contact information and reliable data • Liaise with provincial coordinators - challenges and milestones reached • Communicate any activity to the school management, teachers, learners and parents • Arrange date/dates where learners can do the Inclinations Quiz on gadgets (e.g. bring devices to school) • Feedback from the system to SCs	• Teachers will guide learners on an agreed date to complete the assessment	• Participate in the Inclinations Quiz as far as possible • Have access to a device that has WhatsApp and data enabled. This can be a device that is shared by multiple users • Receive and consider results of the assessment and communicate results to parents/guardians

For access to downloads, tools, resources and support around the Inclinations Assessment, please visit the GEC page on **TeacherConnect*learn*** www.learn.ecubed-dbe.org

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5.2　School-based Assessment

5.2.1 Background and Rationale
The school-based assessment is conducted and administered as highlighted in the programme of assessment submitted to provinces.

An integrated project in Term 3 replaces the project for each subject that is done in Term 3. However, it is important to note, that the integrated project is part of the SBA and it carries the same weighting as the project for the subject in the subject.

5.2.2 Assessment Framework
The programme of assessment lays out the assessment tasks per subject and when the assessment task should be administered following the ATP. The programme of assessment for subjects is conducted as submitted by the DBE on N/A Circular 01 of 2023.

Below is an example of the programme of assessment for Mathematics Grade 9 as reflected by the DBE N/A Circular 01 of 2023.

Subject: Mathematics

Grade	Task	Brief description of the task e.g. test/assignment/project/ practical etc.	Allocated Term	Marks	Weighting 100	Weighting 60	Final Weighting
9	1	Assignment	1	50	20	12	SBA 60%
	2	Test		50	15	9	
	3	Investigation	2	50	15	9	
	4	**June Exam**		75	20	12	
	5	Project	3	50	15	9	
	6	Test		50	15	9	
	7	**End of Year Examination** (Paper 1 & Paper 2)	4	75	100%	40	Exam 40%

N.B All marks are minimum marks this implies all task should be equal or more than the marks reflected.
All marks should be converted to a percentage (%) before applying the weightings

5.2.3 Assessment Tools
The school-based assessment includes the assignment, investigations, case studies, controlled test, June examination and the project or investigation based on the subject. Memoranda and rubrics can also be used as assessment tools. However, it should be noted that the above list is not exhaustive as this depends on the subject.

Assessment for Learning (formative assessment or AfL) should be embraced and monitored. This implies that the SBA consists of both the summative and formative assessment. These assessment tools for both formative and summative form part of the SBA. Formative assessment tools for observations, peer assessment, self-assessment as well as homework and class work should receive the same level of importance as the summative assessment tools.

The moderation and monitoring of SBA at all levels should ensure that evidence of formative assessment is also provided as evidence that learners have covered all the important milestones before the administration of SBA tasks.

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5.2.4 Conduct and Administration

The assessment tasks are set by the school, district or province based on the school. The tasks are administered at school and marked at school level following the school assessment plan as communicated to parents by the school. The decision to conduct the alternative assessment tasks under teacher supervision is at the discretion of the teacher. However, it is important that the teacher should ensure that the SBA tasks is a true reflection of the learner's performance. The controlled test and the examination are written in a controlled environment and supervised by the teacher.

The assessment task should be moderated at all levels (i.e., schools, district, and PED level) to ensure both the content and the cognitive levels are acceptable. Pre- and post-moderation of all the tasks should be conducted at the school, district, and at provincial level. All SBA tasks are captured on SA-SAMS.

For access to downloads, tools, resources and support around the School-based Assessment, please visit the GEC page on **TeacherConnect*learn*** www.learn.ecubed-dbe.org

5.2.5 Integrated Project
5.2.5.1 Background and Rationale

The integrated project forms part of the three-pronged holistic evaluation envisaged for the GEC. The integration is conducted in Term 3. It represents the 'project' as reflected on the programme of assessment. A project is not new to teachers because all learners in their subject must complete a project for the Term 3 SBA.

The Integrated Project differs from the traditional project in that the project-based learning paradigm is process driven and takes several hours of class time for completion. This gives the teacher time to observe and document learners' competencies, especially in the 5Cs: collaboration, communication, critical thinking, communication and cognition (meta).

The differences between a project (as an event or a product) and project-based learning as a process are manifold:
- There are two projects covering 8 subjects to lend the projects' depth, to lessen the number of projects learners complete, and to create an activity which closely represents a real-life experience.
- The projects are completed in class time.
- In observing PBL-in-action in group work, the teacher can practice Assessment for Learning (AfL) strategies and change course if necessary.

5.2.5.2 Assessment Framework

The decision was taken to move away from one subject project per subject and move towards integrated projects that would cover more than one subject. The reason for this is twofold:
- Learners have less work and spend more time on the process with the effect that deeper learning is taking place. This also gives teachers ample opportunity to observe 21st century skills during the process.

Subjects are divided into two integrated projects.

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The Life Orientation (LO) anchor project includes the following subjects:
-   Life Orientation
-   Social Sciences (History Component)
-   Economic Management Sciences
-   Home Language
-   First Additional Language
-   Creative Arts

The Math, Science and Technology (MST) project includes the following subjects:
-   Technology (anchor)
-   Natural Sciences
-   Mathematics

The integrated projects are implemented throughout the third term and covers most (not all) of the ATP for the term.

Assessment rubrics have been drawn up for each subject separately, although the project integrates all subjects.
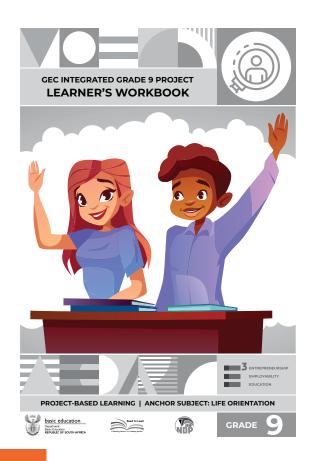
Exemplar
Each integrated project includes a teacher's book, learner's workbook and a resource pack with more information. There is also a creative arts guide for the LO anchor project.
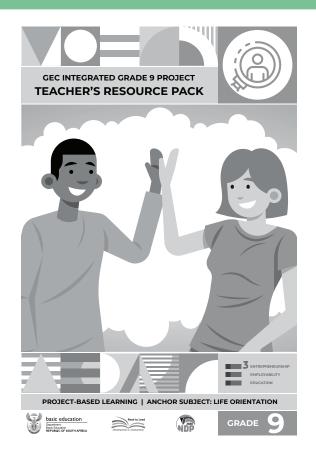
For access to downloads, tools, resources and support around the Integrated Project, please visit the GEC page on **TeacherConnect***learn* www.learn.ecubed-dbe.org

5.2.5.3 Assessment Tools

GEC INTEGRATED GRADE 9 PROJECT
TEACHER'S RESOURCE PACK

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION

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Read to Lead

GRADE 9

GEC INTEGRATED GRADE 9 PROJECT
TEACHER'S PROJECT NOTES

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | TECH, MATH & NS

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Read to Lead

GRADE 9

GEC INTEGRATED GRADE 9 PROJECT
LEARNER'S WORKBOOK

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | TECH, MATH & NS

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5.2.5.4 Conduct and Administration

- Attend the training provided by your Province/District.
- Print the materials needed d for the implementation of the Integrated Task in Term 3.
- Ensure that the Grade 9 teachers meet to understand their individual roles and assessment task from which their own subject's marks will be extrapolated. Read the section on rolling out Interdisciplinary Learning for more detailed hints on facilitating the process.
- Consider starting a PLC which meets weekly to highlight challenges, celebrate successes and share best practice, and also to plan for the coming week.
- Meet your Assessment Coordinator and E^3 coordinator from Curriculum to iron out any queries.
- You can access all the GEC materials at www.learn.ecubed-dbe.org. You ccan print the Teacher's Book, a Resource pack for every group (6- 8 depending on your class size), and a Learner's Workbook for every learner. You may wish to print a cover page for this workbook and indicate that it is the SBA.
- The number of pages will be fewer than the number which the school would have printed had 8 individual projects been set and should thus fall within the school's print budget.
- Please note: The Learner workbook will be available in Afrikaans as well.

a.   Assessment instruction for the teacher
- Study your section of the Integrated project and note any concerns. Ask your School GEC Coordinator to share these concerns, if they cannot be addressed as part of weekly PLCs, with the provincial Assessment Coordinator.
- Work through the Resource Pack and select what you think will be useful to your learners, particularly those with no access to devices for research.
- Read through the entire project so that you can reinforce the main outcome of the project by referring to what your colleagues are also doing. Break down subject silos as often as you can.
- Attend weekly PLCs or planning meetings without fail.
- Stress the importance of the project in developing competencies every time you see your learners. Explain that their ability to solve problems creatively, cooperate, communicate, collaborate and think critically will be observed during group work and will form part of their SBA mark. Unpack the rubrics attached to this manual so that learners fully understand what each of these 5 Cs entails.
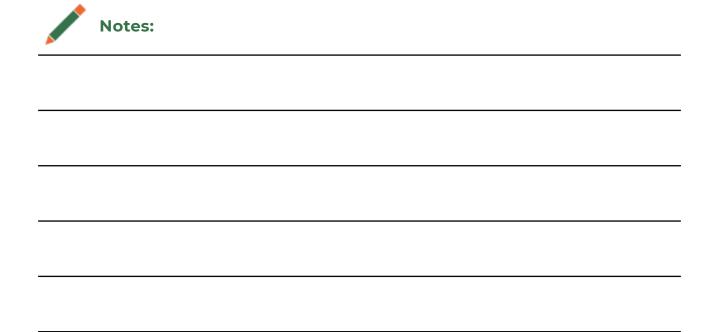
b.   Assessment instruction for the learner
- This integrated project is a vehicle for preparing you for the real world.
- Use every opportunity during group work to show that you are developing the 5 Cs, which your teacher will explain.
- Complete the cover page correctly and hand in your project on time.

Integrated Project-based Assessment: Suggested information for school coordinator, teacher and learner.

School Coordinator	Teacher	Learner
•Coordinate activities within the school •Liaise with provincial coordinators •Communicate any activity to the school management, teachers, learners and parents/guardians •Ensure that training dates are communicated and teachers attend training - face to face, virtual, webinars •Ensure that teachers complete the midline and end line reflection questionnaires prior to meetings and ensure that teachers take part.	•Teachers to attend the training •Be responsive to the idea of Intergraded Task •Encourage learners to participate and create a conducive environment •Communicate observations during reflection meetings virtually •Make recommendations based on real evidence from the pilot study	•Participate actively in the groups •Contribute to the group when tasked with responsibilities •Conduct relevant and proper research where requested to do so

For access to downloads, tools, resources and support around the Integrated Project, please visit the GEC page on **TeacherConnect*learn*** www.learn.ecubed-dbe.org

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5.2.6 21st Century skills
5.2.6.1 Background and rationale

a.   What are 21st century skills?

21st century skills refer to key abilities that learners need to grow in order to succeed and thrive in today's fast-paced world. These skills include but are not limited to communication, creativity, collaboration, critical thinking, and metacognition.

These skills hold importance beyond just academic achievement. They play a crucial role in all spheres of life including education, employment, and entrepreneurship.

b.   Why should we measure these skills?

Given that South Africa's youth unemployment rate is at a high of 70%, it's more important than ever to provide learners with as many tools as possible for their future success. We know that 21st century skills can be developed, and to do so, we need to identify and nurture these in learners. This guide has been created to help teachers begin observing these skills in their classrooms. Observing these skills is the first step in growing and then measuring these skills.

c.   How can we measure these skills?

During 2023, we focus on identifying and recognising these skills in learners and making both teachers and learners aware of the possibility of learning new skills (adding to) and/or developing existing (getting better at) skills.

The Skills Rubric is an easy tool to help teachers understand 21st century skills and to begin to recognise them in each learner. Teachers need to simply note down when they see these skills in their lessons. To help teachers navigate this rubric we suggest:

i.   Each teacher, across all 9 subjects, should familiarise themselves with the rubric (Figure 1).
ii. Remember that 21st century skills can be observed during any activity, not just the integrated tasks.

There are four simple steps to follow:

The four steps to measuring 21st century skills in the integrated projects

- **Step 1:** Use *Template 1: 21st Century Skills Observation Tool*, to note down whenever you see a learner demonstrating a skill outlined in figure one 21st-century rubric.
- **Step 2:** After the project, use *Template 2: Subject Teacher Capturing Template*, to assign scores to the learners based on the observations made throughout the term
- **Step 3:** Subject teachers should pass their completed Template 2s to the class teacher. The class teacher will use *Template 3: Class Teacher Consolidation Tool*, to compile all scores from different subjects into a single score for inputting into SA-SAMS.
- **Step 4:** The class teacher enters these scores into **SA-SAMS**.

5.2.6.2 Assessment Framework

While learners are working on this project, your role as a facilitator is to **observe, listen,** and **record** the process of their learning (21st century skills) during the project. The 21st century skills rubric (figure 1) below provides you with clear definitions that enable you to start effectively observing these 21st century skills in your lessons. The rubric also includes a scoring scale from 0 – not observed – to 4 – always – the behaviour is consistent and present.

21st century skill	Descriptor
Critical thinking Critical thinkers ask questions, find the right information, and apply it to solve a problem	1.1 Asking questions: The learner asks appropriate questions to find out more information
	1.2 Evaluating ideas: The learner identifies which information was helpful to solve the problem.
	1.3 Identifying patterns: The learner uses tools (e.g. mind maps and diagrams) to help organise his/her information.
Communication Communication is the process of sharing information, attitudes, and values. Both "what we say" (verbal communication) and "how we say it" (non-verbal communication) are important.	2.1 Non-verbal communication The learner recognises nonverbal cues such as tone of voice and expression.
	2.2 Articulation: The learner uses the correct language for the situation.
	2.3 Empathising: The learner tries to understand how others were feeling.
Creativity Creative thinking is defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems. There are two important aspects to creative thinking: originality and usefulness	3.1 Number of ideas: The learner comes up with many ideas.
	3.2 Range of ideas: The learner thinks of a range of different ideas.
	3.3 Feasibility of ideas: These ideas were realistically possible to implement as solutions to the problem.
Collaboration Collaboration is when two or more people work together to solve a problem. Interdependence is achieved when group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.	4.1 Negotiating roles and responsibilities: The learner negotiates and decide on the role he/she would play in the group.
	4.2 Pooling resources: The learner shares his/her own knowledge and experiences with the group to help strengthen the project.
	4.3 Engaging with roles and responsibilities: The learner completes and submits the required tasks for the group.
Metacognition Meta-learning is about being aware of how we think, what we know and how we know it. Metacognition helps us to reflect on our thinking, set goals, and monitor and evaluate our learning.	5.1 Setting goals and planning: The learner set goals and makes a plan during the project.
	5.2 Monitoring progress against plans: The learner monitors his/her progress against his/her plans
	5.3 Reflecting on planned work: The learner reflects on his/her project and or his/her prior knowledge.

Figure 1: 21st century skills observation rubric

Guidance is provided for each task by suggesting particular 21st century skills you might focus on. These suggestions are located in the boxes entitled '21st century skills to look out for.'

These suggestions are not exclusive; they're intended to simplify your observation process so you do not need to try and observe everything all at once. Once the process becomes more familiar to you, you can begin to explore ways to observe additional or different skills.

Below is a summary table of where you might observe the 21st century skills throughout the project. The table also indicates some of the overlapping of the skills across the projects.

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Overview of 21st Century Skills in Projects

Step	21st Century skills overlapping in projects														
	Critical thinking			Communication			Creativity			Collaboration			Metacognition		
	1.1 Asking questions	1.2 Evaluating ideas	1.3 Identifying patterns	2.1 Non-verbal communication	2.2 Articulation	2.3 Empathising	3.1 Number of ideas	3.2 Range of ideas	3.3 Feasibility of ideas	4.1 Negotiating roles and responsibilities	4.2 Pooling resources	4.3 Engaging with roles and responsibilities	5.1 Setting goals and planning	5.2 Monitoring progress against plans	5.3 Reflecting on planned work
Step 1: Prior Knowledge	MST Project LO Project	MST Project													MST Project LO Project
Step 2: New knowledge	MST Project LO Project	LO Project MST Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project						
Step 3: Order	MST Project LO Project	MST Project LO Project	MST Project LO Project												
Step 4: Apply knowledge to a context	MST Project LO Project	MST Project LO Project	MST Project LO Project	LO Project	LO Project MST Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project
Step 5: Define - ask questions to define your problem				LO Project	LO Project	LO Project				LO Project	LO Project	LO Project			
Step 6: Explore - the research phase	LO Project	LO Project MST Project	LO Project							MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	
Step 7: Brainstorm solutions	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	
Step 8: Present for feedback				LO Project	MST Project LO Project	LO Project				LO Project	LO Project	LO Project	LO Project	LO Project	MST Project LO Project
Step 9: Evaluation	LO Project	LO Project	LO Project										LO Project	MST Project LO Project	MST Project LO Project
Step 10: Creating a prototype	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	MST Project LO Project	LO Project	MST Project LO Project			LO Project
Step 11: Feedback	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	MST Project LO Project	
Step 12: Integration in the MADO space								LO Project	MST Project LO Project	MST Project LO Project		MST Project LO Project			MST Project LO Project
Step 13: Present in public presentation				LO Project	MST Project LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project	LO Project			MST Project LO Project

Figure 2: Overview of how the 21st century skills have been integrated into the Integrated Project.

NOTE: This is a guideline. You might see other skills, or you might want to start observing skills outside of the project.

5.2.6.3 Assessment Tools

Step 1: Observe skills in your lessons.

- First, read a copy of the observation rubric **(Figure 1)** and familiarise yourself with the skill descriptors. Let's use 'critical thinking' as an example.
- Every time you notice a learner asking questions (which shows critical thinking), jot it down in **Template 1: 21st Century Skill Observation tool (example below)**. You can do this during or after the class.
- This process is for gathering data *throughout* the term. All teachers will receive **subject specific templates** (the example here is for Home Languages) on the skills that they should be able to observe in the different steps of the **ICAT**

Template 1: 21st Century Skills Observation Tool

LIFE ORIENTATION

Subject:

Class:

		Critical Thinking			Communication			Creativity			Collaboration			Metacognition		
	1.1 Asking questions. The learner asks appropriate questions to find out more information	**1.2 Evaluating ideas:** The learner identifies which information was helpful to solve the problem.	**1.3 Identifying patterns:** The learner uses tools (eg. mindmaps and diagrams) to help organise his/her information	**2.1 Non-verbal communication.** The learner recognises non-verbal cues such as tone of voice and expression	**2.2 Articulation:** The learner uses the correct language for the situation.	**2.3 Empathising:** The learner tries to understand how others were feeling.	**3.1 Number of ideas:** The learner comes up with many ideas.	**3.2 Range of ideas:** The learner thinks of a range of different ideas.	**3.3 Feasibility of ideas:** These ideas were realistically possible to implement as solutions to the problem.	**4.1 Negotiating roles and responsibilities:** The learner negotiates and decides on the role he/she would play in the group to...	**4.2 Pooling resources:** The learner shares his/her own knowledge and experiences with the group to...	**4.3 Engaging with roles and responsibilities:** The learner completes and submit the required tasks for the...	**5.1 Setting goals and planning:** The learner sets goals and makes a plan/plans during the project.	**5.4 Monitoring progress against plans.** The learner monitors their progress against their plans.	**5.3 Reflecting on planned work:** The learner reflects on their project and or his/her prior knowledge.
		Step(s)			Step(s)			Step(s)			Step(s)			Step(s)		
Learners	1,2,3,4,6,7,9, 10,13	1,2,3,4,6,7,9, 10,13	1,2,3,4,6,7,9, 10,13	1,2,4,5,8	1,2,4,5,8	1,2,4, 5,8	1,2,4,7, 10,12	1,2,4,7, 10,12	1,2,4,7,1 0,12	4,5,6,7,8 ,11	4,5,6,7,8 ,11	4,5,6,7,8 ,11	1, 4,6,8,9,1 0,11,13	1, 4,6,8,9,1 0,11,13	1, 4,6,8,9,10 ,11,13
	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed

Template 1: 21st Century Skills Observation Tool for Life Orientation (observing all 5 skills)

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Template 1: 21st Century Skills Observation Tool

HOME LANGUAGE

Subject: _____

Class: _____

	Critical Thinking			Communication			Creativity		
	1.1 Asking questions: The learner asks appropriate questions to find out more information.	**1.2 Evaluating ideas:** The learner identifies which information was helpful to solve the problem.	**1.3 Identifying patterns:** The learner uses tools (eg. mindmaps and diagrams) to help organise his/her information.	**2.1 Non-verbal communication:** The learner recognises non-verbal cues such as tone of voice and expression.	**2.2 Articulation:** The learner uses the correct language for the situation.	**2.3 Empathising:** The learner tries to understand how others were feeling.	**3.1 Number of ideas:** The learner comes up with many ideas.	**3.2 Range of ideas:** The learner thinks of a range of different ideas.	**3.3 Feasibility of ideas:** These ideas were realistically possible to implement as solutions to the problem.
Learners	Step(s)	Step(s)	Step(s)	Step(s)	Step(s)	Step(s)	Step(s)	Step(s)	Step(s)
	2,3,9,	2,3,9	2,3,9	2	2	2	2,9	2,9	2,9
	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed	Observed
	III	III	II	IIIIII	IIIIIII	IIIIIII	IIII	I	I

Template 1: 21st Century Skills Observation Tool for Home Lanaguge (observing 3 skills)

Note: EMS and Life Orientation observe all 5 skills throughout the project. Home Language, First Additional Language, Social Science, Natural Science, Technology, Maths, and Creative Arts observe 3 skills throughout the project.

Step 2: Record a 'score'

- Once the Integrated project is complete, it is time to assign a score.
- Use the information you gathered during the term on **Template 1: 21st Century Skill Observation tool** to assign a score to each learner for each observed 21st-century sub-skill. Use this scale to score each **sub-skill**:

Frequency	Never observed	Rarely Observed	Sometimes Observed	Often Observed	Always Observed
Description	The behaviour wasn't seen.	The behaviour occurs, but not often.	The behaviour occurs about half the time.	The behaviour happens most of the time.	The behaviour is consistent and regular.
Score	0	1	2	3	4

- Use **Template 2: Subject teacher capturing template** to **record** your scores. Note that each skill is made up of 3 sub-skills, the total of these sub-skills equates to a score for that skill.

- The score represents the frequency of the observed skills, not the quality. Do not share these scores with the learners as they are for your reference only.
This process is a long-term one. The rubric will adapt and grow over time to consider the quality of the skills. Therefore, please do not share these scores with the learners as they only indicate how often the skill was seen.

Template 2: Subject Teacher Capturing Tool 21st century skills
Class:

Name	Critical thinking (CT)				Communication (C)				Creativity (CR)			
	1.1 Asking questions /4	1.2 Evaluating ideas /4	1.3 Identifying patterns /4	Total (/12)	2.1 Non-verbal communication /4	2.2 Articulation /4	2.3 Empathising /4	Total (/12)	3.1 Number of ideas (/4)	3.2 Range of ideas (/4)	3.3 Feasibility of ideas (4)	Total (/12)
	1	2	3	6	4	4	3	11	3	4	3	10
				0				0				0
				0				0				0

Home Language

Template 2: Subject Teacher Capturing tool

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Step 3: Subject teachers share their scores (template 2) with the class teacher.

- Subject teachers share their completed *'Template 2: Subject Teacher Capturing Tool'* with the class teacher.
- Class teachers input all the scores from all the subjects into one template, **'Template 3: Class Teacher Consolidation Template.'** The purpose of this template is to ensure that the marks from all subjects are combined into one score that can be inputted into SA -AMS.
- If you are completing this template on your computer in Excel the template will automatically convert the scores to a score out of 10. This is the score that then gets captured in SA-SAMS.
- **'Template 3: Class Teacher Consolidation Template' is forwarded to the SA-SAMS capturing person who captures the scores out of 10 into SA-SAMS.**

Template 3: Class teacher Consolidation Capturing Tool 21st century skills

Class:

Name	HL			FAL			SS			CA			EMS				LO			NS			TECH			MATHS			SA-SAMS				
	CT	COM	CR	COM	CR	COL	CT	COM	COG	CT	CR	COG	CT	COM	CR	COL	COG	CT	COM	CR	COL	CT	CR	COG	CT	COL	COG	COM	CR	COG	COL	COM	CRE	CT	COG
	7	8	9	7	8	7	6	7	8	5	6	7	5	4	3	6	7	8	9	0	6	5	4	5	9	10	12	12	12	12	10	10	10	10	10
																															6	7	5	5	7

Template 3: Class teacher consolidation capturing template

Step 4: Inputting marks into SA-SAMS

Below is a screenshot from SA-SAMS to illustrate the capturing of the 21st century skills using the system.

Notes:

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5.2.6.4 Conduct and Administration of 21st Century Skills
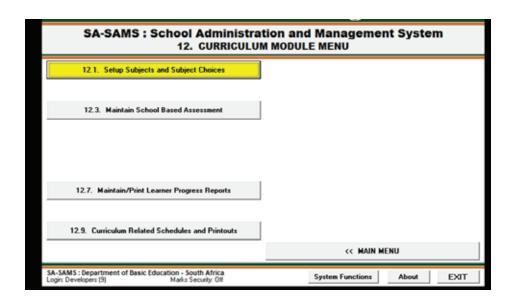
How can we measure these skills?
During 2023, we focus on identifying and recognising these skills in learners and making both teachers and learners aware of the possibility of learning new skills (adding to) and/or developing existing (getting better at) skills.

The 21st Century Skills Observation Rubric is an easy tool to help teachers understand 21st century skills, and recognise them in each learner. Teachers need to simply note down when they see these skills in their lessons. To help teachers navigate this rubric we suggest:
- Every teacher (all 9 subjects) should carefully read through the rubric.
- Each integrated task has embedded 21st century skills. However, during your normal teaching and engagement with learners, you will also observe some of the 21st century skills. Record these when you come across them. Use the relevant instruments provided.
- Use your completed skills rubric template to reflect on each learner's participation during the term and use your knowledge of the learner to rate each sub-skill with a mark as described in the observation guidelines.
- The LO teacher consolidates the final scores per 21st century skill using the template provided and submits for SA-SAMS capturing.
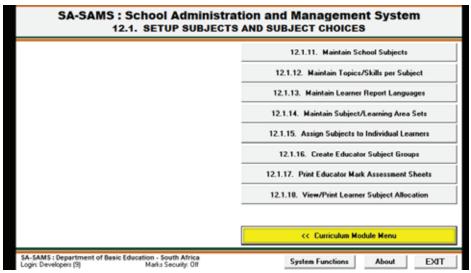
SA-SAMS 21st Century Skills assessment capturing screenshots

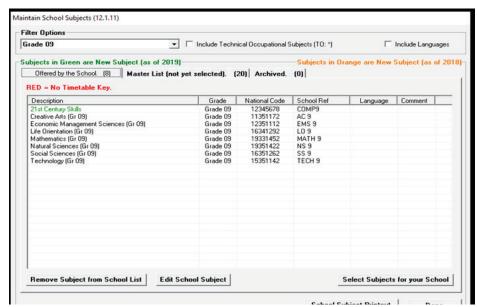**Step 1: To add the GEC subject: 21st Century Skills**
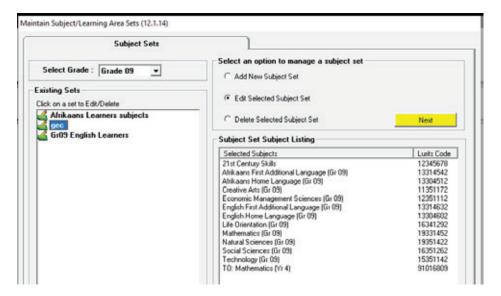
- Click on Module 12 and then Sub-module 12.1

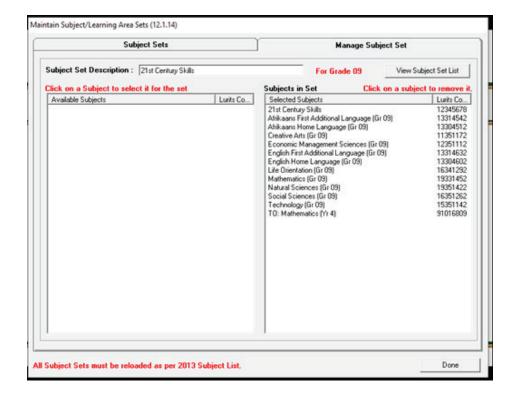

- Click on Module 12.1.11 to open screen

- Select Grade 09 and then click on the middle tab: Master list (not yet selected)
- Click on the subject "21st Century Skills" and add to list

Step 2: Create subject group GEC to assign subjects to the whole class

- Click on Module 12.1.14 and select Grade 9. Tick "Add New Subject Set" and click on "Next"
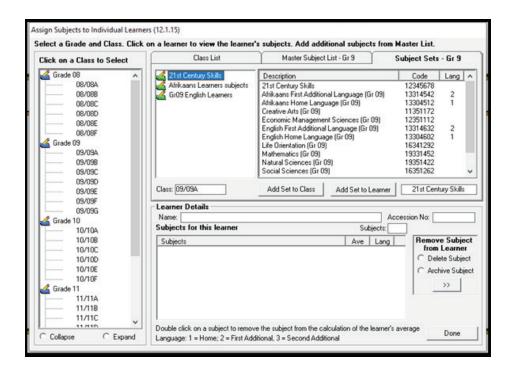

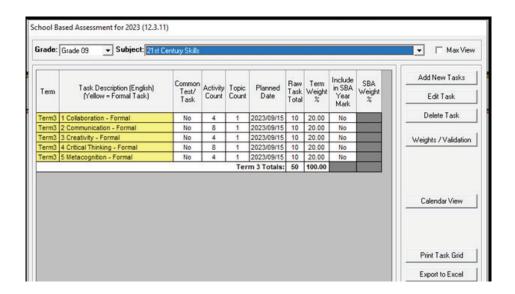- Name the set GEC and click on "21st Century Skills" to create list.

Step 3: Add subject to learners

- Click on Module 12.1.15 and click on Tab "Subject Set" to Find "GEC" subject
- Click on "GEC" and then click on "Add Set to Class"

Step 4:

- Click on Module 12.3.11 to validate the subject for capturing scores
- Select Grade 09 and select subject "21st Century Skills"
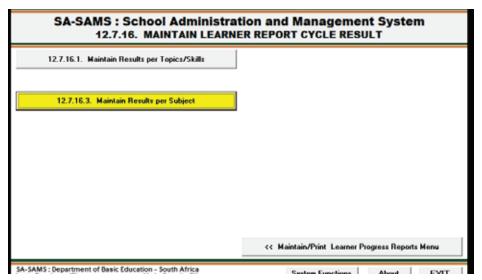- Click on Weights/Validation

Step 5: to capture scores

- Click on Module 12.3.12, select Grade 09 and select subject "21st Century Skills"
- Select the Classes, Term 3 click on GO
- Capture scores and Click on "Save"

Step 6: to verify scores

- Click on Module 12.7.16.3 and click on GO and save the setting

For access to downloads, tools, resources and support around the 21st Century Skills, please visit the GEC page on **TeacherConnect***learn* www.learn.ecubed-dbe.org

5.3   Curriculum Tests

5.3.1 Background and Rationale

The curriculum tests are an important part of the 360° assessment model as they cover the ATPs and CAPS content as required.

Subjects set at national level
The DBE model of the curriculum test has 5 subjects set nationally in the following subjects:

- Home Language
- First Additional Language
- Natural Sciences
- Economic and Management Sciences
- Mathematics

The remaining subjects are to be set at school level.

5.3.2 Assessment Framework
a.   The setting and versioning process

The setting and versioning process at the DBE is done by appointed panel members who are nominated by provinces and interviewed by the DBE. At school level it is recommended that subject teachers of the same grade and subject or phase come together and set a test and its marking guideline.
Figure 1 indicates how the setting process entails.

Figure 1: The setting and versioning process

The first step of the setting process is the development of a test specification framework per subject. Why should the framework be developed first?

- It specifies the subject content that should be assessed and the corresponding skills;
- It indicates types and number of items that should be developed;
- It lays out the basic design and structure of the test (sections/questions);
- It specifies the cognitive and difficulty levels;

- The framework informs the test and not the other way round;
- It is developed by all panels and is used by examiners during setting;
- This is where panels assign a group of topics or content to a context. For Languages it also indicates the text types.
  No setting can start without the test specification framework.

b.   Guidelines for developing a test specification framework.

The following steps will assist:
- One must have the ATP and the programme of assessment at hand and decide on the grand total for the test. Some of the ATPS specify the maximum mark while others refer to a minimum mark.
- Select the desired content that can be assessed through pen and paper from Term 3 – 4 or Term 1 – 4 for Mathematics.
- Note that some subject ATPs specify the % distribution of the content from each of the terms
- Workout the weightings as guided by your ATPs for the content/topics selected and how they will be distributed according to the mark allocation of the test and cognitive levels and/ levels of difficulty (lower order – higher order). For instance, calculate the mark allocation of topics or items using the weighting of the cognitive levels and/or difficulty (lower – higher order) levels. e.g., EMS has a 30:50:20 weighting. If the grand total for Paper 1 is 70 marks then the test should have 21 marks of easy (lower order) items, 35 marks of moderate (middle order) items and 14 marks of difficult (high order) items.
- HL and FAL develop a common framework that applies to both. The differentiation is in the content level as specified by the ATPs/CAPS. At this stage it is important to consider the weightings of the applicable taxonomies, where specified.

Extracts from the EMS framework as an example.
i.   Overall Selection of topics for the subject (EMS)

SUBJECT: Economic and Management Sciences

MARKS: 2 Papers of 75 Marks each.

DURATION: 1 Hour each paper

PAPER 1 and 2

Section A has all the MCQ items while Section B has the constructive/open ended items

Content to be covered

Topic	Marks (Related to weighting)	Content	Skill assessed	P1	P2
Entrepreneurship	13	Business functions	Kinds of businesses functions		X
	08		Roles and importance		X
	14	Business Plan	Concepts and components		X
	10		SWOT analysis		X
Economy	13	Trade Unions	Effects on businesses		X
	17		Contribution to sustainable growth		X
Financial Literacy	14	Recording of Cash and Credit transactions	Cash Receipts Journal	X	
	13		Cash Payments Journal	X	
	4		Debtors Journal	X	
	12		Creditors Journal	X	
	13		Accounting Equation	X	
	13		General Ledger	X	
	6		Trial Balance	X	

Steps continued
- Allocate marks per topic/skill assessed
- Decide which items are best suited for Multiple Choice Questions (MCQs) and for open-ended responses.
- Populate the provided template and assign the cognitive levels and difficulty levels per item.
- Ensure that the number of items balances out, i.e., cognitive levels and levels of difficulty.
- The item/question number is completed after the test paper has been finalised.

These steps should be repeated for each of the test you are setting.

Weighting distribution per skill/content area/topic and marks

Content area	Number of items	Proportion (%) of skill/content area/topic
Paper 2		
Kinds of business functions	13	17
Roles and importance of a business function	08	11
Concept and components of a Business Plan	14	19
SWOT Analysis	10	13
Effects of Trade Unions on businesses	13	17
Contribution Trade Unions make towards sustainable growth	17	23
Grand Total	66	100%

ii.   *Number items per topic per paper (EMS P2)*

c.   **Distribution of the cognitive level, mark allocation and skills assessed.**
i.   Multiple Choice

SECTION A (MCQ): PAPER 1

Item No.	Sub-topic	Context	Content	Skill assessed	Cognitive	Difficulty	Score
Topic : Financial Literacy							
				Identify transactions			
9P1	Recording of cash and credit transactions	Local	Cash Receipts Journal	Capital: First contribution	Analysing	M	1
10P1				: Increasing contribution	Analysing	M	1
11P1				Rent Income: Direct deposit	Analysing	M	1
12P1				: Payment to the business	Analysing	M	1
13P1				Cash sales: (SP and P Amount given)	Analysing	M	1
14P1				: (SP Amount and P% given)	Analysing	M	1
15P1				Cash Sales: (CP and P Amount given)	Analysing	M	1
8P1				: (Identify the Details)	Remembering	E	1
7P1				Identify the columns	Remembering	E	1
				Indicate transaction			
19P1	Recording of cash and credit transactions	Local	Cash Payment Journal	Cash purchases: Stock	Applying	M	1
18P1				Identify the Source Document	Understanding	E	1
20P1				Payment to Creditors: (Amount given)	Applying	M	1
21P1				: (Calculate the amount)	Applying	M	1
22P1				Payment of expense: (Wages/Rent Expense)	Applying	M	1
23P1				: (Drawings/Water& Electricity)	Applying	M	1
17P1				Cash purchase: Equipment (What to write on Sundries)	Understanding	E	1
16P1				Classify the columns	Understanding	E	1
				Analysing: Accounting Equation			
36P1	Recording of cash and credit transactions	Local	Accounting Equation	Payment: Creditors	Creating	D	1
37P1				Rent Income	Creating	D	1
38P1				Payment from Debtors	Creating	D	1
39P1				Capital Contribution	Creating	D	1

SECTION B (OE type): PAPER 1

TOPIC: Financial Literacy PAPER 1

46P1	Recording of cash and credit transactions	Local	Cash Receipts Journal	**Develop the Cash Receipts Journal**			
				Cash Sales (COS and Profit % given)	Applying	M	5
47P1	Recording of cash and credit transactions	Local	Cash Payments Journal	**Illustrate transactions in the Cash Payments Journal:**			
				Payment of business' telephone account and Owner's telephone account on the same day	Applying	M	5
48P1	Recording of cash and credit transactions	Local	Creditors Journal	**Show transactions in the Creditors Journal**			
				Credit purchase: Credit purchase stock and payment of account (One Creditor)	Applying	M	5
49P1	Recording of cash and credit transactions	Local	Accounting Equation	**Design the Accounting Equation:**			
				Cash Sales	Creating	D	7
50P1	Recording of cash and credit transactions	Local	General Ledger	**Prepare the General Ledger accounts**			
				Debtors Control	Creating	D	8

The code e.g. 50P1 means that the item is number 50 of the Paper 1 test.

5.3.3 Assessment Tools

a.   Exemplars from 2022 curriculum test

i.   Extracts from 2022 EMS tests

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**NATIONAL ASSESSMENT
GENERAL EDUCATION CERTIFICATE (GEC)**

2022 GRADE 9 PILOT STUDY

Subject: Economic and Management Sciences (EMS)
                    PAPER 1

Marks: 75

Duration: 90 Minutes

Instructions to the learner
1.   Read all the instructions and questions carefully.
2.   Answer all questions.
3.   Use the provided answer booklet to write all your answers.
4.   The use of non-programmable calculator is permitted.

SECTION A

1. Which of the following is a balance sheet account?

   A   Sales
   B   Telephone
   C   Stationery
   D   Capital   (1)

2. Which account has a debit balance?

   A   Capital
   B   Creditors Control
   C   Vehicles
   D   Packing Material   (1)

3. Which account will be recorded in the debit column of the Trial Balance?

   A   Capital
   B   Bank Overdraft
   C   Cost of Sales
   D   Sales   (1)

SECTION B

The following information appeared in the books of JJ Stores during March 2022.
JJ Stores sells goods at a profit mark-up of 50% on cost.

Transaction: 5 March 2022

Cash sales of merchandise according to cash register roll amounted to R25 000.

46. Use the above information to prepare the Cash Receipts Journal of JJ Stores
    on 31 March 2022.   (5)

The following information appeared in the books of Coco Retailers during May 2022

Transaction: 31 May 2022

Coco Retailers paid TELCO by EFT for business telephone account and owner's telephone
account, R2 000 and R550 respectively.

47. Record the above transaction in the Cash Payments Journal of Coco Retailers on
    31 May 2022.   (5)

Marks obtained/Punte behaal		Mod. mark/punt
Section/Afdeling A		
Section/Afdeling B		
Total mark/Totale punt		
Total/Totale %		

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GENERAL EDUCATION CERTIFICATE (GEC)
ALGEMENE ONDERWYSSERTIFIKAAT (AOS)

2022 ANSWER BOOKLET
ANTWOORDBOEK

SECTION/ AFDELING A

No./Nr	Circle 1 option per row/ Omkring 1 opsie per ry			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

SECTION/ AFDELING B

46. CASH RECEIPTS JOURNAL OF/ KONTANTONTVANGSTEJOERNAAL VAN JJ STORES – MARCH/MAART 2022   CRJ/ KOJ 1

Doc. No./Nr	Day/ Dag	Details/Besonderhede	Bank	Sales/Verkope	Cost of sales/ Koste van verkope	Sundry accounts/ Diverse rekeninge		
						Amount/ Bedrag	Fol	Details/Besonderhede
	5							

(5)

47. CASH PAYMENTS JOURNAL OF/ KONTANTBETALINGSJOERNAAL VAN COCO RETAILERS – MAY/MEI 2022   CPJ/ KBJ 2

Doc. No./Nr	Day/ Dag	Name of payee/ Naam van nemer	Bank	Trading Stock/ Handels- voorraad	Packing Material/ Verpakkings- materiaal	Sundry accounts/ Diverse rekeninge		
						Amount/ Bedrag	Fol	Details/Besonderhede
EFT Voucher/Bewys	31	TELCO						

(5)

Additional exemplars for HL, FAL and Maths can be found at:
https://www.education.gov.za/Curriculum/AnnualNationalAssessments(ANA)/tabid/569/Default.aspx.gov.za

2022 tests and marking their guidelines will be also made be available on the DBE website and **TeacherConnect**: https://learn.ecubed-dbe.org under "materials".

The GEC tests, in general, have a weighting of 80% MCQ and 20% open-ended responses. It must be noted that the cognitive levels are distributed throughout the test paper and not necessarily per section, where sections apply. The MCQs are arranged in the order of topics and from easy to difficult within that topic.

b.   The development and use of MCQs

MCQs can be an effective and efficient way of assessing learning outcomes. Like any other type of questions, they have advantages and limitations.

- **Versatility**: Versatile in this context means to assess various skills at different cognitive levels or assess various levels of learning outcomes, from basic recall to application, analysis, and evaluation, when choosing from a set of well thought options.

  It must be noted that If distractors are implausible, guessing improves learners' chances of success beyond 25%. That is, the options discriminate against learners who have a high ability from those who have a low ability to get the answer correct. If the options are not plausible (not believable), learners may be able to recognise the correct answer without thinking.

  However, there are limitations on what can be assessed: MCQs, for example, are **not** an effective way to test learners' ability to organise thoughts or articulate explanations or creative ideas and marks are limited to a single point. The ability to organise thoughts or articulate explanations or creative ideas should be enforced during Term 1 – 4.

- **Reliability**: Reliability is defined as the degree to which a test/item, consistently, measures a learning outcome (it will yield the same results when repeated). MCQ items are less prone to guessing than true/false questions, making them a more reliable means of assessment. The reliability is enhanced when the number of MCQs focused on a single learning skill is increased. In addition, the objective marking associated with MCQs frees them from problems with marking-inconsistency that can wave scoring of essay questions.

- **Validity**: Validity is the degree in which a test measures the learning outcomes it is supposed to. Learners can typically answer an MCQ much more quickly than an essay question. Tests based on MCQs can typically focus on a relatively broad representation of content (increases content coverage), thus increasing the validity of the assessment.

It is important to take advantage of the strengths of MCQs. However, developing good MCQs is time consuming. Although they are easy to mark, they do require additional skill.

c. Tips on how to set MCQs

An MCQ is composed of two or three parts:

- **Stimulus**: it can be a picture/diagram/text/scenario etc.
- **Stem**: is the actual question/statement that the learner responds/reacts to; and
- set of **options** that contain a key (correct/best answer) to the stem and three distractors that are plausible/believable but are incorrect answers to the stem.

Examples of MCQs without a stimulus and one with a stimulus.
No. 6 is without a stimulus and No. 7 has a stimulus.

6. Which of the following will be shown under the nominal accounts section in the Trial Balance?

    A   Capital
    B   Sales
    C   Bank
    D   Vehicles   (1)

Received R15 000 from M. Mdluli in part payment of his account, Receipt 10 issued.

7. Which column of the Cash Receipts Journal will the above transaction be recorded?

    A   Income
    B   Debtors Control
    C   Creditors Control
    D   Sales   (1)

The stimulus
- It must relate to the stem.
- If the stem can be answered without the stimulus then the stimulus is redundant. Do not use the stimulus to make the test interesting even if it does not serve any purpose.
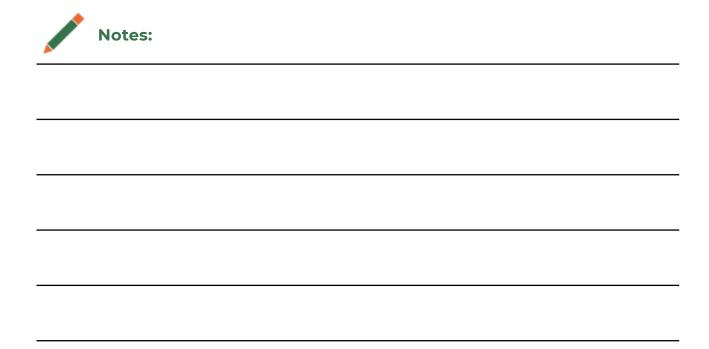- It must be clear.

The stem
- It should be meaningful by itself. It must not depend on the options provided
- Eliminate excessive wording and irrelevant *information*;
- It should be negatively stated *only when* significant learning outcomes require it. Lift the negative part by bolding e.g. "**not**";
- The stem should be a question or a partial sentence. A question in a stem is preferable because it allows the learner to focus on answering the question.
- In most instances the stem must take the tense of the text except if based on inference or is intentionally assessing another skill.
- Avoid clueing, i.e., setting a stem which provides an answer to another item elsewhere in the test.

The options
- *Make sure there is only one **best** answer.* Avoid having two or more options that are correct, only one must be "more" correct than the others;
- *All distractors should be plausible.* The function of the incorrect options is to serve as distractors, which should be selected by learners who did not achieve the learning outcome but ignored by those who did achieve the learning outcome.
- When assessing recognition of key terms or ideas keep the distractors similar in length. The wrong options or the correct one must not stand out. When assessing conceptual understanding, distractors should represent common mistakes made by learners;
- *Limit the number of alternatives to four.*
- Options should be stated clearly and concisely. Items that are excessively wordy assess learners' reading ability rather than their attainment of the learning objective;
- The options should be presented in a logical order;
- *Options should be mutually exclusive.*
- *Options should be homogenous in content.* Options that are heterogeneous in content can provide cues to learners about the correct answer;
- *Options should be free from clues about which response is correct.* Intelligent learners are alert to unintentional clues to the correct answer, such as differences in grammar, length, formatting and language choice in the alternatives. It's therefore important that options should:
  - have the same tense with the stem;
  - use similar language;
- *Avoid the use of: "all of the above", "none of the above", "always", "never";*
- *Randomly distribute the key.* The test should have roughly the same number of correct answers that are A, B, C and D.

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5.3.4 Conduct and Administration

Tests are administered according to the timetable.

GEC 2023 Curriculum Test Timetable			
DATE	SUBJECT	TIME	DURATION
15 NOVEMBER 2023	HOME LANGUAGE	09:00	2,5HRS
16 NOVEMBER 2023	MATHEMATICS PAPER 1	09:00	2HRS
17 NOVEMBER 2023	EMS PAPER 2	09:00	2HRS
WEEK 2			
20 NOVEMBER 2023	NATURAL SCIENCE	09:00	2HRS
21 NOVEMBER 2023	FIRST ADDITIONAL LANGUAGE	09:00	2,5HRS

Schools set internal tests for the subjects and papers that are not set by the DBE. The following guidelines should be adhered to during the writing of the Curriculum tests.

a.   *Seating arrangements:*
- Learners must be seated at least 30 minutes before the start of the session and should not take their school bags or any material that may assist them into the test room.
- Learners must be seated to ensure individual writing of tests.

b.   *Distribution/collection of tests*
Invigilators must hand out tests and answer books and ensure that:
- each learner has the correct test and answer book in the correct language and the answer book and test has all the required pages;
- learners write their names, surnames and class on the answer books in the allocated spaces;
- Learners must be afforded 15 minutes of reading time before they start writing. During the 15 minutes of reading time no writing may take place;
- The SC should ensure that there is a learner attendance register for each session and that the register is signed by learners and batched with the relevant scripts before handing them to the relevant subject teacher - a class list printed from SA-SAMS will suffice;
- Absentees must be indicated with an "A" next to the names;
- The SC should make copies of all attendance registers and keep the copies for future reference should it be needed;

c.   *Invigilation*
- Invigilation of the GEC curriculum tests should be done in accordance with all other invigilation protocols observed during the writing of controlled tests;
- Invigilators must not invigilate the subjects that they are teaching;
- 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 writing, drawings, wall charts or posters and cell phones;
- At least one invigilator must be present in the room where GEC curriculum tests are written.
- Invigilators may not assist learners in any way, must be mobile and ensure that

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all tests and answer books are accounted for

- The SC must keep GEC invigilation registers.
- Invigilators must ensure that learners have completed all relevant information on answer books before collecting them.
- ***No answer book or question paper may leave the test room during a writing session.***
- **No** borrowing of stationery and calculators between learners will be allowed.
- Learners who have received concessions in terms of the SIAS policy should be allowed to write their tests in line with the concession.

d.   Monitoring
- Monitors from districts, provinces and the DBE should be allowed to monitor the process once their credentials have been verified.
- The SC must keep GEC monitoring registers.

e.   Absentees
- Learner absenteeism during the writing of the GEC must be handled in terms of the internal school policy on absenteeism.
- Learners may miss an examination, only if supported by documented evidence, and for the following reasons:
  - o illness (a valid doctor's certificate/clinic certificate is required);
  - o family bereavement (letter required);
  - o community protests/strikes; and
  - o   representing the country or province in a sporting or cultural event (official letter required).
- Learners who are absent with valid reasons should be afforded a chance to write the tests when they return to school.

f.   Marking
- It is critical to the integrity and credibility of the examination and assessment system that the marking is conducted with the necessary professionalism, fairness, care and dedication. The SC should ensure that the marking process in the school is of the highest standard.

g.   Principles of the marking
- The marking in every subject must uphold the principles of assessment, such as validity, reliability and fairness.
- Marking must be conducted according to the final marking guideline issued by the Department of Basic Education (DBE) and must incorporate the final decisions of the marking guideline discussions.
- Managing the marking process entails that this process follows a standard that is known to all the markers in the team. Each script must receive the same due consideration and attention of the marker and the marking guideline must be applied in a consistent manner throughout the marking period.
- The quality assurance process must be transparent to all markers and must ensure that there is an excellent professional standard within the marking of the subjects.
- Should irregularities be discovered, these must be reported to the HOD/Subject Head.

- The following ink colours are proposed for the marking

  - Teacher   -   **Red ink**
  - Moderator (School)   -   **Green ink**
  - District Moderator   -   **Black ink**
  - DBE marker   -   **Purple ink**
  - DBE Moderator   -   **Orange ink**

h.   Reporting
- Schools must continue completing mark schedules and issuing report cards as required.
- All learners will receive their normal school report generated from SA-SAMS or other school administration software providers.
- The envisaged GEC report card will be developed in the background using data generated from the various GEC components in 2023. This report will not be presented to learners.

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5.3.5 Suggested information for School Coordinators, Teachers and Learners.

School Coordinator	Teacher	Learner
• The SC in consultation with the principal should ensure the integrity and confidentiality of the GEC examination materials delivered to schools. Ideally, these should be stored safely and securely, and be distributed according to the timetable. • All tests and answer books must remain sealed until the day of writing. • Coordinate activities within the school. • Liaise with provincial coordinators. • Communicate any activity to the school management, teachers learners and parents/ guardians. • Ensure that the classes, number of learners, Home Language(s) provided are accurate. • Ensure compliance with the timetable. • Ensure teachers attend marking guideline discussions. • Ensure moderation is taking place in the school. • Marking guidelines will be provided to the GEC coordinators by PCs after the writing of the tests. • If the school is sampled for moderation, ensure that scripts of the sampled class and learners are submitted to/collected by the PED.	• Ensure that learners are prepared for Curriculum tests. • Use Diagnostic examples (Mathematics and Languages) and 2023 Tests DBE website to introduce learners to answering MCQ questioning. • Attend the marking guideline discussions and mark according to it. • Marking guidelines will be forwarded to GEC School coordinators. • Ensure accurate recording of marks on marksheets/ class lists and transfer of marks on SA-SAMS Term 4. • Package and label the identified scripts for external moderation submission to the DBE (Only the sub-sampled schools.)	• Learners must be seated 30 minutes before the start of a tests session. • Learners must be provided 15 minutes of reading time before the start of test sessions. During this 15 minute period, no writing may take place.

5.3.6 Moderation, QA and Remarking

5.3.6.1 Moderation of internal/common papers
- Districts/provinces must ensure that the tests that are not set by DBE are of a suitable standard. These tests should be moderated, and evidence should be kept of the moderation process.

5.3.6.2 Moderation of marking
a. Moderation of marking at school level:
Moderation of the marking of the Curriculum Tests should happen in line with already existing internal school moderation processes. Typically, a sample of tests will be drawn and moderated by the Head of Department/Senior teacher/subject head. This also forms part of the Quality Assurance processes at school level. Anomalies are handled in terms of the school's internal processes.

- The subject head/moderator must moderate at least 10% of the marked scripts using a green pen.
- The selection must be random but spread across the mark distribution (low, average and high scores).
- Moderation means remarking the scripts as if no marking were done by the subject teacher.
- 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. 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 the totals are added correctly and are correctly transferred to the cover page (for script) as well as onto the mark sheet.
- Moderators/subject heads must append their signature alongside the moderated total mark on the scripts of each learner.
- The subject head/HOD must finally sign off the mark sheet with the moderated marks and submit to the SA-SAMS champion to capture.

b. Moderation of marking at District/Provincial level:
- Similar to the schools' internal processes at districts/provinces may conduct moderation of the marking of the curriculum tests. This moderation should take place in line with the standing procedures in the district/province.

- It is envisaged that districts/provinces will compile moderation reports on the standard of marking in the district/province and that the results of such reports will be mediated with schools in the new academic year.

c. Moderation of marking at the DBE level:
- A sub-sample of 45 schools nationally will be sampled for external moderation by the DBE. In addition to the 45 schools, some schools have been sampled to submit ONLY the scripts for the Home Language offered in the school.
- In these schools a specific class will be sampled and communicated to the province.
- Five scripts per class will be sampled according to the selection criteria specified in the following table, for remarking at the DBE.

Percentage range for the selection of scripts per subject
Learner 1: (0 – 39%)
Learner 2: (40 – 49%)
Learner 3: (50 – 59%)
Learner 4: (60 – 74%)
Learner 5: (75% +)

- If there are no scripts in a certain range, please select at least 2 scripts from the next level. The scripts must at least be at a lower and higher percentage within that range/level.
- The purpose of the remarking process is to verify the standard of marking at schools, as well as to gather data that can be used for item analysis of the tests set by the DBE.

5.3.7 Differences between 2022 and 2023

Curriculum Tests set at National Level (DBE) in 2022 and 2023
The DBE is still setting the same subjects in 2023 as in 2022. However, in 2023 the DBE will only be setting some papers in other subjects and provide exemplars for some of the subjects that were not set in 2022 except EMS P1. The table below highlights the differences between 2022 and 2023 in curriculum tests.

2022	2023
EMS Paper 1 and Paper 2	**EMS Paper 2 only**
NS	**NS**
Maths	**Maths Paper 1 only**
HL (10 languages versioned from English)	**HL** (11 languages independently set)
FAL (Afrikaans versioned from English)	**FAL** (11 languages independently set)
No subject guidelines (scope) were provided to sampled schools	Sampled schools will receive subject guidelines
2022 curriculum tests are the only exemplars	Additional exemplars for LO, Technology, SS (Geography and History) and CA (Music, Dance, Drama and Visual Art, EMS Paper 1 and Maths Paper 2 will be available.

For access to downloads, tools, resources and support around the Curriculum Test, please visit the GEC page on **TeacherConnect*learn*** www.learn.ecubed-dbe.org

6. Additional Information

6.1 GEC 2023 Manual Supporting Annexures

Annexure	Title
Annexure 1.1	Assessments
Annexure 1.2	Background to the Integrated Projects (Term 3 SBA).
Annexure 1.3	A changing world
Annexure 1.4	PBL as a vehicle for change
Annexure 1.5	Managing your PBL classes and assessing competencies
Annexure 1.6	The Challenge of Language
Annexure 1.7	Managing a S.P.E.C.I.A.L classroom
Annexure 1.8	Group Work
Annexure 1.9	Playing the Risk-taking game and rubric
Annexure 1.10	Model of Project-based Learning

For access to the GEC Manual Annexures above, please visit the GEC page on **TeacherConnect*learn*** www.learn.ecubed-dbe.org

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6.2 Resources for teachers

6.2.1 The Integrated Projects Annexures for teachers
a. The Projects

Name of Annexure	Purpose of Annexure
2.1 Grade 9 MST: Teacher's book	The teacher's book offers comprehensive, detailed instructions for each activity in this project, guiding teachers to implement the project.
2.2 Grade 9 MST: Teacher's resource pack	The resource pack provides educational resources that could be used to support the project and or any other resources teachers find to support the project.
2.3 Grade 9 MST: Learner's workbook	The learner's workbook serves as a portfolio of evidence, a place to track participation in the project.
2.4 Grade 9 LO anchor: Teacher's book	The teacher's book offers comprehensive, detailed instructions for each activity in this project, guiding teachers to implement the project.
2.5 Grade 9 LO anchor: Teacher's resource pack	The resource pack provides educational resources that could be used to support the project and or any other resources teachers find to support the project.
2.6 Grade 9 LO anchor: Learner's workbook	The learner's workbook serves as a portfolio of evidence, a place to track participation in the project.
2.7 Grade 9 LO anchor: arts guide	The Creative Arts guide assists teachers to start from week 1 and work towards Step 12 in the project.

b. Support documents for the integrated projects

Name of Annexure	Purpose of Annexure
2.8 Collaborative Learning Guide	Collaboration and group work are key in the integrated projects. Recognizing potential challenges in group dynamics, this guide offers tools and advice for facilitating effective teamwork during the project.
2.9 A guide to the Thinking Maps	Thinking Maps play a crucial role in our integrated projects. This brief guide provides additional details on how to use these maps effectively, ensuring teachers adn learners can best leverage these tools for learning.
2.10 A teacher's guide to projects	This concise guide explores the significance of the integrated project, underscoring its relevance in today's learning landscape. Additionally, it offers practical tips on how to execute the project effectively.

6.2.2 21st Century Skills Annexures for teachers

Name of Annexure	Purpose of Annexure
2.2.1 21st-Century Skills Manual How to observe skills.	This teacher's guide, explains the use of 3 21st-Century Skills templates to record and assessment data on 21st-century skills.
2.2.2 21st Century Skills template (excel document)	This Excel spreadsheet contains the three primary templates you'll need to observe and rate 21st-century skills.
2.2.3 A teacher's guide to 21st-Century Skills.	This guide comprehensively defines the 5 21st-century skills, helping teachers to recognize these skills in their classrooms.
2.2.4 21st-Century Skills toolbox	The Toolkit comes with 15 handy tools for teaching your learners about these skills, plus classroom posters to reinforce the concepts.

NOTE - we will be loading a couple of documents for facilitators I do not think these need to be included in the GEC manual in the annexures table.

For facilitators
21st Century Skills and Integrated projects workshop Facilitation Guide.
21st Century Skills and Integrated projects PowerPoint Presentation.

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Notes