

GEC ADMINISTRATION – A Teacher's Perspective

GEC MASTER TRAINERS

13 April 2026

Cebolenkosi Duke Myeza
JG Zuma High School, KwaZulu-Natal



PRESENTATION OUTLINE

1. Introduction
2. School Information
3. GEC Implementation Our Journey
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5. Way- forward
6. Conclusion

School Information

Name of the School	JG ZUMA HIGH
Province and District	KWAZULU-NATAL, PINETOWN
School Type (SoS/VOC/Mainstream)	MAINSTREAM
Total number of learners i.e Gr 8-12	1 608
Total number of grade 9 classes	SIX
Number of learners per class	50 – 53 (52, 51, 51, 53, 52, 50) = [309]
Total number of teachers	51
GEC Participation	2024 to date (3 Years)



School Information

NUMBER OF SUBJECT TEACHERS TEACHING GRADE 9 IN 2025

IsiZulu Home Language	2
English First Additional Language	1
Mathematics	1(2)
Economics and Management Sciences	1
Natural Sciences	1
Creative Arts	1
Social Sciences	2
Life Orientation	1
Technology	1

GEC Implementation



1. ATTENDING GEC WORKSHOP



2. CONVENING EDUCATORS



3. ENHANCEMENT WORKSHOP



4. MEETING WITH PARENTS



5. MEETING WITH LEARNERS



6. IMPLEMENTATION



GEC Implementation



Our Journey

- Teachers did not understand their expectations and were frustrated.
- District intervened.
- Enhancement workshop.
- Implemented successfully.
- Sharing of documents by subjects.
- Parents' buy-in.
- Eagerness of learners – asking if they are going to receive certificates by the end of the year.
- Current learners are looking forward to it.



Inclination Background

GEC Information session entails most important factors that contribute to career decision-making. The following is unpacked by the **Life Orientation** teacher:

- Personality, capabilities, skills, values, interests and sustainability.
- This sparks interests in learners to be eager for do the inclination test as they wished to see if the results would match their ambitions and dreams. They usual get excited to want to do this exercise.
- The different results are discussed in class to confirm if they match their personalities, some do not agree with the results and we have to explain that they are based on what they fed the system.



Inclination

CHALLENGES

- Learners who did not have smart phones – and no parent or guardian with a smart phone at home.
- The school policy that does not allow use of cell-phones at school.

SOLUTIONS

- Requested teachers (and school coordinator) to volunteer their cell-phones for learners to complete the inclination assessment.
- Requested the management of the school to allow learners to bring cell-phones to school to complete this task – cell-phones were kept in a safe place during other lessons and only released during the need to use them so that peers can borrow each other.
- Wrote to parents highlighting the importance of this assessment and that they should solicit assistance from neighbours and the like.



Integrated Project

- Insufficient copies of booklets – online (duplicating), additional booklets were delivered.
- Document sharing – some pupils losing their booklets – kept at different stations (according to subjects), educators alternate taking them.
- High number of learners, one-on-one could not take place in some instances to provide feedback.



2025 GEC Implementation Reflections



**JG ZUMA HIGH SCHOOL
GENERAL EDUCATION CERTIFICATE (GEC)
INFORMATION SESSION
SCHEDULE OF ATTENDANCE
MONDAY, 04 AUGUST 2025
VENUE: TEAM TEACHING**

TIMES	CLASS(ES)
13H45 – 14H15	GRADE 9B
	GRADE 9D
	GRADE 9F
14H15 – 14H45	GRADE 9A
	GRADE 9C
	GRADE 9E



Integrated Project

Process	Procedure
Writing	Teachers divided grades according to divisions (e.g. MST) and alternate classes. Having many divisions made it easy to focus on certain classes while the other teacher is focusing on other classes.
Booklets	Stored at one place and educators alternating getting them to the classroom and / or for marking. Return to the control room and keep a control form.
Marking	Educators use either different colour pens (either use a pencil or a red pen according to subjects or use a unique code when marking to indicate the subject marked for. Mark using a specific subject marking criteria or rubric.



Integrated Project

Challenge	How it was addressed
-Some learners lost their documents as some stole others' documents.	Learners were asked to label their booklets and put a plastic cover. A suggestion that they have a space for learner information on the cover page is made. Learners were issued with duplicated copies of the booklet.
Teachers taking booklets for a longer period and not return on time.	Continuous communication and collaboration. Learners kept booklets with them during the day and only returned to control room at the end of the day
Learners take others' documents and 'deliberately' mix them at the control room.	Developed a controlled form of collecting and returning of booklets.

Integrated Project

Challenge	How it was addressed
Social Sciences Same project for 2024 and 2025. Teachers had used the previous year's for revision. It becomes less challenging for learners.	A suggestion to change the task, even if it is a slight change.
EMS Marking of business plan took longer as it was a long exercise. Educators of other subjects would want the booklet to complete their work as well while the teacher is still marking, which was disturbing.	A recommendation that longer activities and task be separated from the booklet or have individual booklets for each subject.

Integrated Project Highlights

- Content relevant for **Social Sciences** – it enabled learners to gain more skills than they would have with following of the ATP alone. Activities encourage them to write essays and citing of sources used. They are exposed to a certain standard of reasoning.
- It was easy to complete the activities with fewer marks in the **EMS** and feedback was given during the lesson or the following lesson.
- It is easy to identify learners with special **curriculum needs** as the administration takes place in class.

Integrated Project Highlights



Assessment of the 21st century

The assessment of the 21st century skills was assessed during writing of integrated project because we believed that the activities are set in a way that accommodate / allow observation of these skills. There was fear that if teachers observe these skills in any other activities, probably that they have set, they would be unable to set to accommodate the skills as they still had limited information on the project. The observation tool is designed to enable observation of the skills in the integrated projects.

A teacher would dedicate to focus on one skill per lesson across the class. And focus on the next one in the following lesson.

However, would record other skills on certain learners if noted while observing the other skill(s).

21st Century Skills

- It proved be uneasy to administer due to many learners in a grade, spread across 6 divisions (classes: 9A – F) and too many learners in each class (ranging between 50 – 53). It is difficult to focus the attention to a single skill in a single learner at time.
- Solicited and received immense support from the district through the District Coordinator: Ms. Sabela.
- Communicated with relevant subject advisors.
- Collaborated with educators from other schools – cluster development.



21st Century Skills

Challenge	How it was addressed
It proved be uneasy due to many learners in a grade, spread across 6 divisions (classes: 9A – F) and too many learners in each class (ranging between 50 – 53). It is difficult to focus the attention to a single skill in a single learner at a time while ensuring timeous curriculum completion.	A teacher would dedicate to focus on one skill per lesson across the class. And focus on the next one in the following lesson. However, would record other skills on certain learners if noted while observing the skill.



21st Century Skills



Curriculum Test

- Learners and parents were issued with curriculum timetable from the information session.
- Test rules are explained to them on the session. A rehearsal seating arrangement is made with learners to ensure that they are not confused on the day of the test.
- Learners are sat alphabetically according to their surnames – 25 learners per classroom (due to classroom size).
- Invigilators are trained and appointed in writing to invigilate these sessions.
- Scripts and question papers are distributed and returned to the same control room. A control sheet is used to track all the scripts.
- Learner distribution and seating plan is pasted on each test room for learners to identify their test venues and registers are kept.
- Certain block(s) are allocated for the testing to ensure that there is required number of furniture all the time.

Curriculum Test

The image shows a 'Room 4 - D35 (982)' occupancy log form. The form is divided into several sections:

- Header:** Includes the text 'ROOM 4 - D35 (982)' and 'DATE OF TRIP REPORT'.
- Room Occupancy:** A grid with columns for 'Date of Trip Report' and 'Room Occupancy'. It contains handwritten entries for dates and times.
- Room Usage:** A grid with columns for 'Date of Trip Report' and 'Room Usage'. It contains handwritten entries for dates and times.
- Signature:** A section for a signature, with the name 'P. M. S. S. S.' written.

The form is filled out with handwritten information, including dates, times, and names.

1. Name: John Doe
 2. Date: 12/12/2023
 3. Time: 10:00 AM
 4. Location: Room 101
 5. Subject: Mathematics
 6. Teacher: Mr. Smith
 7. Student ID: 123456789
 8. Class: Grade 10
 9. Section: Section A
 10. Date of Test: 12/12/2023
 11. Time of Test: 10:00 AM
 12. Duration: 1 hour
 13. Total Marks: 100
 14. Marks Obtained: 85
 15. Grade: B
 16. Comments: Good performance, needs more practice on algebra.
 17. Signature: Mr. Smith
 18. Date: 12/12/2023
 19. Student Signature: John Doe
 20. Date: 12/12/2023

Curriculum Test

Challenges

- Confusion of the reading time.
- Learners finish writing early – before the expiry of duration of the test.
- Markers confusing the tick and underscore when marking.

Solutions

- Seating all learners 30 minutes before the start of the session i.e. 08h30.
- Keep learners in the test room until the duration has expired.

Highlights

- Learners perform better in the national test than some internally set papers, whether at school or cluster level.
- It is quicker for educators to complete marking.
- The standard is acceptable and fair to learners. But sometimes too low and some learners guess their way through the paper. High performing learners finish too early.
- Given the programme's purpose to see some learners accessing colleges, the level of question is too low.

Way forward for 2026



GEC Implementation

Integrated Project:

- Keep records of learners issuing of booklets and they need to sign for it. Stamp all the booklets and allocate them numbers to be issued to each learner.
- Booklets to remain with learners during the day and only collected at the end of the day for keeping. Teachers who wish to mark will collect from the control room after the last period of the day.
- Allocate different weeks / days for each subject to mark its activities.

21st Century Skills

- Start administration of 21st century skill from the first activity.
- 21st century skills score sheets / rubric to be checked bi-weekly.

GEC Implementation

Inclination

- Parents to be invited with learners to the information session which will allow learners to use their parents' cellphones to complete the inclination assessment.
- Keep a register of parents and learners who have completed the inclination assessment.

Curriculum testing

- Identify a block / classrooms (venues) for GEC curriculum test administration.
- Ensure there is enough furniture and relevant resources for test administration.
- Ensure adequate lighting and proper ventilation in all test rooms.
- Learners to seat 30 minutes before the start of the paper i.e. 08h30.

Conclusion



Recommendations for GEC

Provide any recommendations that you will feel improve the GEC implementation based on the context of your school

- Start observing 21st century skills early for recording later.
- Booklets and relevant documents to be sent / delivered early in schools to allow sufficient time for 21st century skills administration.
- Adjustment of duration of papers - reduce by 30 minutes in some subjects.
- Multiple choice questions to at least form 25% of the papers to make way for question which will require more critical thinking or synthesizing.

Additional Information

JG Zuma News 📺

reporting live 📍
KwaMashu!



Every child is a National Asset

Thank you!

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facebook: DBE SA

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callcentre@dbe.gov.za

callcentre: 0800 202 933