

GEC Curriculum Tests

16 April 2026
@ Birchwood



Presentation Outline

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Curriculum Tests



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Curriculum Tests (1)

The DBE will set:

- Mathematics P1 and P2
- EMS P1 and P2
- Natural Sciences
- FAL
- HL

Curriculum Tests (2)

Test design and structure will be:

- 60% MCQ
- 20% closed responses
- 20% open ended

Test Panels (1)

Test panels

- Those appointed will have a four-year contract depending on performance
- a) Setting panels
 - Moderator x 1
 - Chief Examiner x 1
 - Examiners x 4
- b) Versioning panels
 - Moderator x 1
 - Versioners x 4
- c) Adapting panels
 - Adaptors x 2

Test Panels (2)

Working sessions

An invitation letter are issued for each session with a reply slip

Working days (in Pretoria)

- Weekends
- Public holidays
- Weekdays (very rare)

2026 Schedule (1)

NATIONAL ASSESSMENT 2026 Test Development Plan

Starting date	Target	Outcome/activity	Mode	Completion date
A. GEC Tests				
21 Feb 2026	All GEC test panels	• Training of all GEC and framework	Face2face	22 Feb 2026
28 Feb 2026		• Development of the GEC test frameworks		01 March 2026
04 March	Chief examiners & examiners/SASL	Setting of tests and exemplars	Remotely	26 March 2026
28 March	Chief examiners & examiners/SASL (Non-languages: English)	• Compilation of draft tests and marking guidelines • Formatting and layout	Face2face	01 April 2026
11 April 2026	All GEC test panels	• Compilation of draft tests and marking guidelines		12 April 2026
18 April 2026	Moderation and editing	• Editing and proofreading	Face2face	19 April 2026
25 April 2026	Wrap-up of any outstanding of GEC	• Wrap-up of any outstanding of GEC	Face2face	26 April 2026
04 May 2026	NSC editing	• NSC editing	Face2face	21 May 2026
01 May 2026	Versioners (Non-Languages: Afrikaans)	• Effecting changes	Face2Face	03 May 2026
09 May 2026	Versioners (Non-Languages: Afrikaans)	• versioning	Remotely	17 May 2026



2025 Schedule (2)

23 May 2026	Versioners/Adaptation Moderator and 1 versioner (Languages and Non-Languages: Afrikaans)	• Proof reading • Proof reading languages (GEC)	Face2Face Virtual	24 May 2026
08 June 2026	Preparations for MTBBE workshop	• Outside submission	Remotely	
06 June 2026	GEC Adaptors	• Adaptation Training	Virtual	07 June 2026
13 June 2026		• Adaptation of tests	Face2Face	16 June 2026
22 June 2026	Preparations of QA nomination (GEC)	• Drafting and assessment instructions		23 June 2026
28 June 2026	GEC Adaptors	• Submission of adapted tests	Remotely	29 June 2026
04 Aug 2026	PEDs and panels	• QA of Afrikaans, English, Xitsonga and Maths	Face2Face	06 Aug 2026
11 Aug 2026	PEDs and panels	• QA of Sesotho, Setswana, Sepedi and EMS	Face2Face	13 Aug 2026



2025 Schedule (3)

Starting date	Target	Outcome/activity	Mode	Completion date
17 Aug 2026	PEDs and panels	• QA of IsiZulu, IsiNdebele, IsiXhosa and NS	Face2Face	19 Aug 2026
26 Aug 2026	PEDs and panels	• QA of Tshivenda and Siswati	Face2Face	28 Aug 2026
29 Aug	DBE and Adaptors Braille services	Developing SALS tests Braille and large fonts	Face2Face	30 Sep 2026
01 Sep 2026	DBE	• Formatting, PDF, passwords, printing tests and MG per province	Face2Face	13 Sep 2026
15 Sep 2026	PEDs	• Dissemination of end of year tests	face2face	30 Sep 2026
27 Oct 2026	PEDs	• Delivery of special papers	courier	02 Nov 2026



2025 Schedule (4)

GEC QUALITY ASSURANCE 2026

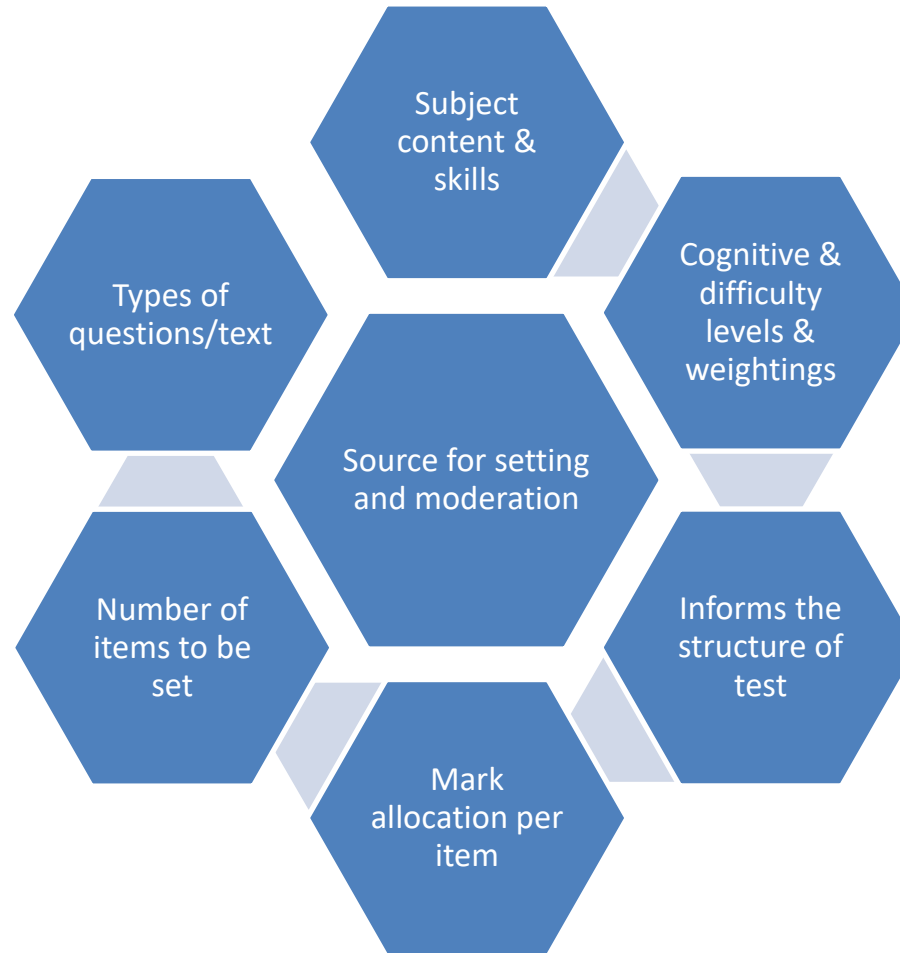
2026 Dates (3 full working days)	Session	Languages (HL and FAL)	Content Subject (English & Afrikaans)
04 – 06 Aug	1	Afrikaans, English, Xitsonga	Mathematics
11 – 13 Aug	2	Sesotho, Setswana, Sepedi	EMS
17 – 19 Aug	3	IsiZulu, IsiNdebele and IsiXhosa	NS
26 – 28 Aug	4	Tshivenda and Siswati	



Quality Assurance

- Who gets nominated is very critical
- If there is no GET subject specialist rather nominate a competent teacher, than an FET subject specialist
- This is not about a province getting a representation
- The success of marking guideline discussions begins with the quality of the quality assurers

Test specification framework (1)



Test specification framework (2)

- Subject weightings and content coverage of the following subjects:

Cognitive & Difficulty levels	Subjects	Content from
Lower – High Order/Easy – Difficult)		
40:50:10 25:45:20:10 (cognitive levels)	Mathematics	Term 1 – 4
40:40:20	HL and FAL	Term 3 – 4
40:45:15	NS	
30:50:20	EMS	

- The distribution of the weightings is throughout the entire test.

The Setting (1)

Step 1

- Assessment frameworks per subject per test is developed

Step 2

- Set the test(s)
- Total marks are as per ATP and the programme of assessment;
- Content is aligned to the most recent ATPs

Step 3

- DBE conducts preliminary quality assurance and standardisation
- Feedback provided
- Changes effected and submitted by panel members

The Setting (2)

Step 4

- Assessment workshop held;
- Discuss the frameworks to ensure common understanding
- Setting of items
- Ongoing quality assurance

Step 5

- Correlation of tests to ensure that the meaning, difficulty and cognitive levels are the same through out all languages
- Changes effected
- Pagination correlation

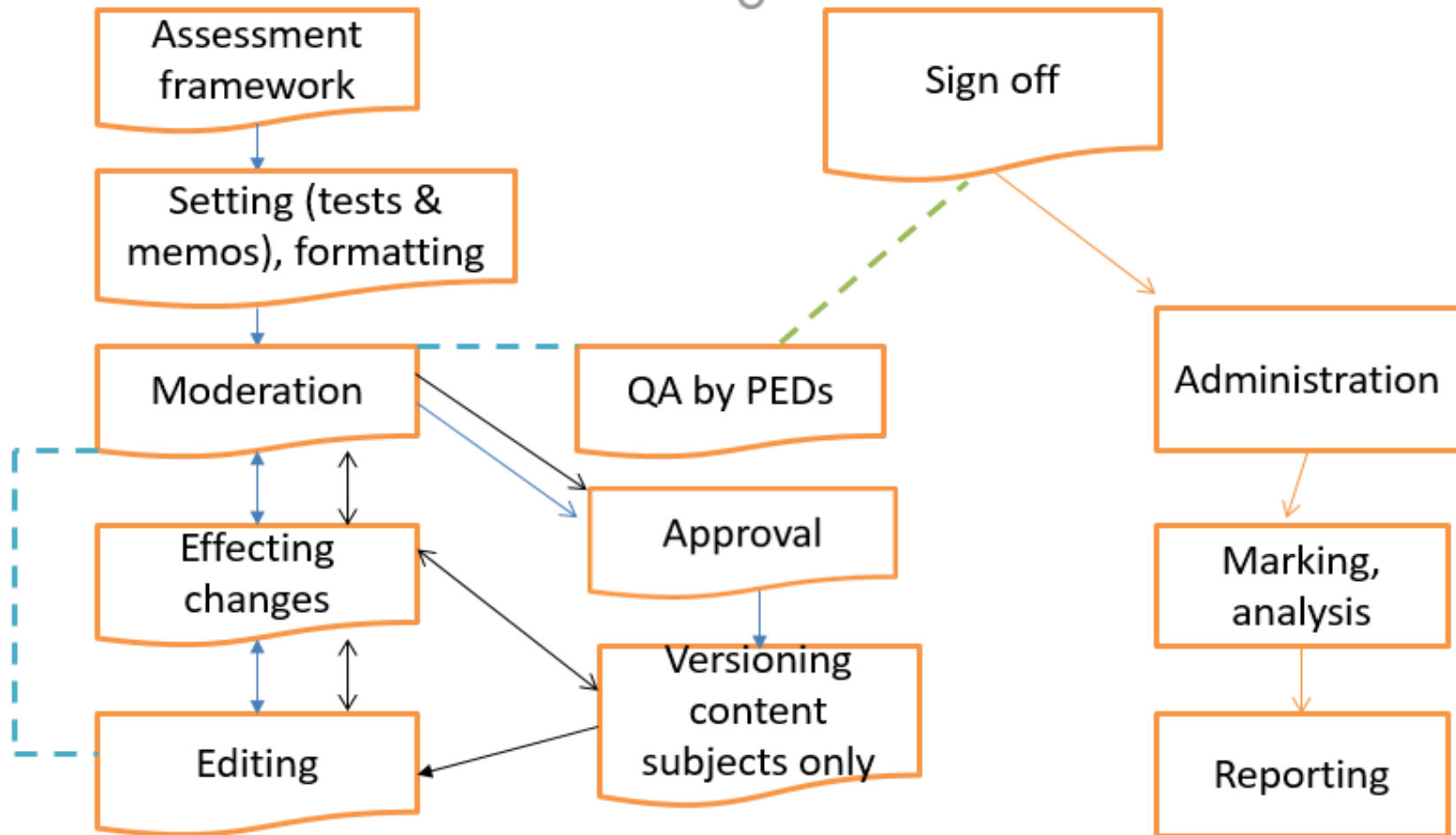
Step 6

- Proofreading
- Internal and PED quality assurance
- Sign offs

Step 7

- Moderators' complete reports

The Setting Process



Setting Template e.g.

GEC Item Template

OE

Stimulus (where necessary/applicable)

1. Summarise /draw a graph or mindmap/calculate (3)

Scoring Rules

In the space next to "Key" list the correct answer. Award 1 mark or 0 mark (e.g. 1 mark: All 5 parts correct; 0 marks: 4 or fewer parts). E.g. sequencing/order of events or other items with just 1 mark. Indicate what the partially correct answers are, other than 0 and the full Mark in table a. or b. below.

a. Scoring Rules - 1-mark Item

	Scoring Rules
Key	
1 Mark	
0 Marks	

OR

b. Scoring Rules – 2 marks or more

	Scoring Rules
Key	
3 Marks	
2 Marks	
1 Mark	
0 Marks	

Add more marks and rows to accommodate the mark allocation for the stem in the OE type of question.



Moderation and Editing

Moderation

- Moderators are not involved in the setting process
- Feedback is sent to each panel member per item before a test is compiled. Once a test is compiled a common feedback session is held
- Common errors are discussed
- All individual items are discussed within a panel for further refinement where applicable
- A test is compiled in the order of 'easy to difficult' for each topic

Versioning

- Versioning commences after the approval of the English version

Editing

- Each panel has a responsibility of editing own work
- The inter-grade proofreading process
- NSC editing process
- PED quality assurance

GEC Administration



GEC Timetable

2026	DATE	SUBJECT / PAPER	TIMES	DURATION
Week 1				
	Tue, 10/11	English Home Language	09:00 – 11:30	2.5 hours
	Wed, 11/11	Afrikaans Home Language	09:00 – 11:30	2.5 hours
	Thu, 12/11	All African Home Languages	09:00 – 11:30	2.5 hours
	Fri, 13/11	Mathematics Paper 1	09:00 – 11:30	2.5 hours
Week 2				
	Mon, 16/11	Mathematics Paper 2	09:00 – 11:30	2.5 hours
	Tue, 17/11	Economic Management Sciences Paper 1	09:00-11:00	2 hours
	Wed, 18/11	All First Additional Languages	09:00 – 11:30	2.5 hours
	Thu, 19/11	Natural Sciences	09:00 – 11:00	2 hours
	Fri, 20/11	Economic Management Sciences Paper 2	09:00 – 11:00	2 hours



Classroom Logistics (1)

Seating arrangements

- Be seated at least 30 min before the writing time
- No school bags or any other aiding material
- Ensure that **no** material or test aiders are present in the testing room, including cell phones
- Have adequate space in between learners

Distribution and collection

- Tests and answer books must be handed over to learners face down
- Allow the 15 min reading time
- Attendance register must be available and marked and signed accordingly
- Reconcile collected answer books with the attendance register



Classroom Logistics (2)

The test and answer books must not leave the venue during the writing session

Absentees

- Manage them as per internal school policy
- If exam is missed supporting evidence will be required e.g.
 - Illness (letter from doctor/clinic)
 - Bereavement (letter from parent/guardian)
 - Protests/strikes (public knowledge)
 - Representing province or country (official letter)

Invigilation

- Invigilation should be done in accordance with all other invigilation protocols observed during the writing of examinations
- The subject teacher must not invigilate subjects that they teach

Invigilators must among other things:

- Ensure that tests and answer books match what is written on that day
- The attendance register for each day must be packaged together with the answer books and handed over to the relevant teacher for marking
- Be present for the entire duration of a session
- Observe accommodations and concessions for qualifying learners e.g. more time, readers, scribes etc.
- Not explain any question or provide clues to questions

Marking

- Marking is critical to the integrity and credibility of the examination and assessment system. It must be conducted with the necessary professionalism, fairness, care and dedication.
- It must be conducted according to the final marking guidelines issued by the Department of Basic Education (DBE) post the marking guideline discussion.
- Marking guidelines must be applied in a consistent manner throughout the marking period
- Teachers at school must mark with **red inked pen**
- Teachers must place a tick for the correct answer and underline the incorrect answer or any mark as advised by the district
- Total marks per item must tally with the ticks and must be written in the right-hand margin
- Addition of marks must be accurate
- Teachers that are appointed as NSC markers must ensure that the GEC marking processes are concluded before they are released

Recording and Reporting

- Marks are recorded as guided by policy requirements e.g. in marksheets, SA-SAMS, promotion schedules etc.
- Schools issue the standard report cards to the Grade 9s and Year 4s generated from SA-SAMS or other 3rd parties
- The envisaged GEC report card will be developed in the background using data from other GEC components. This report will not be presented to learners.

Conclusion



Conclusion

Assessment is the systematic process of gathering data to understand what a learner can or cannot do. It does not start at the end of Term 4 but throughout the year.

Assessment is not a teaching tool but it informs teaching and learning.

Every child is a National Asset

Thank you!

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