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AN INVESTIGATION INTO THE APPROPRIATENESS OF THE CURRENT ASSESSMENT MODEL CONTINUOUS ASSESSMENT (CASS) AND COMMON TASK FOR ASSESSMENT (CTA) FOR THE GENERAL EDUCATION AND TRAINING BAND

By

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DECLARATION

I, Elizabeth Ramotlhale hereby declare that the dissertation submitted for the Magister Educationis in Assessment and Quality Assurance at the University of Pretoria is my own original work and has not been previously submitted in any institution of higher education. I further declare that all the sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

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Elizabeth Ramotlhale

DEDICATION

To God all Praise, Honour and Glory.

I dedicate this to my loving husband Mpho, for taking good care of the children and for your continuous encouragement, inspiration and tremendous belief in me. My mother Mrs Nyaka and my sister Ria for your love and support. Not forgetting my special children Lebo, Kagiso, Keagile, and Pollet, for the endurance during the period of my study. Thank you to my in-laws for taking good care of the children while I was busy with my studies, I love you all. God bless you all in abundance.

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ABSTRACT

This research sought to investigate how appropriate the Continuous Assessment (CASS) and Common Task for Assessment (CTA) are as assessment models for the General Education and Training Certificate (GETC) with specialization in Economic and Management Science. It examined the appropriateness of quality assurance mechanisms that were used in CASS and CTA at Grade 9 level, with specific reference to Economic and Management Science. The research question further examined how valid the CASS tasks are and how reliable the CASS and CTA marks are at Grade 9 level, with reference to EMS? The qualitative research approach was used within a case study research design. Thus purposeful sampling was used to select the five participants of this study, namely; two EMS educators, two EMS departmental heads and the District facilitator for EMS. Data was collected through semi-structured interviews, document analysis and observations, and triangulated to support the conclusions and to make the findings more reliable. The results indicated that teachers lacked the skills to construct tasks of high quality, assessment plans, and assessment tools. As a result, they resorted the use of tests as a dominant form of assessment. The study further revealed that moderation of Grade 9 School-Based Assessment occurred at various levels of the education system, namely at school, cluster and provincial level. The study showed that there was a corroboration of concepts used in the conceptual framework based on the open system theory, as teachers' qualifications contributed to the effective development and implementation of the learning programmes in Economic and Management Science. However, the procedures used in conducting moderation were not regarded in a favourable light. The difficulty of CTA was attributed to the non-coverage of all assessment standards during the implementation of CASS.

Key words: continuous assessment, common task of assessment, validity, reliability, moderation, Economic and Management Science, assessment tasks, quality assurance, case study.

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LIST OF ABBREVIATIONS

ADE	Advanced Diploma in Education
AS	Assessment Standard
BA	Bachelor of Arts
BA ED	Bachelor of Arts in Education
B. TECH	Bachelor of Technology
B. ED	Bachelor of Education
B.COM	Bachelor of Commerce
B. SC	Bachelor of Science
C2005	Curriculum 2005
CASS	Continuous Assessment
CEA	Centre for Evaluation and Assessment
CTA	Common Task for Assessment
DoE	Department of Education
EMS	Economic and Management Sciences
FDE	Further Diploma in Education
GDE	Gauteng Department of Education
GET	General Education and Training
GETC	General Education and Training Certificate
HOD	Head of Department
IPO	Input-Process-Output
KMS	Khulisa Management Services
LO	Learning Outcome
LOLT	Language of Learning and Teaching
LSEN	Learners with Special Education Needs
NCS	National Curriculum Statement

NPA	National Protocol on Assessment
NPRR	National Protocol on Recording and Reporting
NQF	National Qualification Framework
NSB	National Standard Bodies
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
OC	Observer's Comments
QAP	Quality Assurance Plan
REQV	Relative Educational Qualification Value
SACE	South African Council of Educators
SAQA	South African Qualification Authority
SBA	School-based Assessment
SMT	School Management Teams
STD	Secondary Teachers Diploma
USAID	United States Agency for International Development
WCED	Western Cape Education Department

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 OVERVIEW

This study aims at establishing the appropriateness of continuous assessment (CASS) and Common Task for Assessment (CTA) as assessment models for the GETC, mainly focusing on Economic and Management Science. The General Education and Training Certificate (GETC), to be introduced after nine years of general education to South African schools (Poliah, 2003), aims to equip learners with a broad spectrum of knowledge, skills and values that will enable significant involvement in society, as well as further education and training. It is also intended to provide a sound background in the working environment (South African Qualification Authority, SAQA, 2001). Public confidence in the qualification can only be built by demonstrating that the qualification meets its purpose, therefore, all learning, teaching and assessment is directed at developing the appropriate skills, knowledge and values.

To this end, the National Department of Education (DoE) and the Provincial Departments of Education have engaged in various initiatives to build the credibility of the GETC. These initiatives include the development of the National Curriculum Statement (NCS) for Grade R-9, dealing with clear and simple language as to the curriculum requirements at various levels. Focus is also placed on mediating and developing guidelines for assessment; teacher training initiatives in implementing the new curriculum; standardising assessment across provinces; and providing a clear and common framework for recording and reporting learner performance. Thus, currently the CASS component constitutes a major portion of the exit assessment, which is 75%, leading to the attainment of the GETC (Poliah, 2003). However, assessment standards and teacher competencies differ from province to province, as well as within districts and schools.

This chapter introduces the aspects that are fundamental to the rationale, using the following framework: Section 1.2 outlines the context under which the study is undertaken. This is followed by Section 1.3, which focuses on the aims and objectives of the study, while Section 1.3 outlines the problem statement. Section 1.4 stipulates the

rationale for the study. The chapter concludes with Section 1.5, which describes the research questions guiding this study.

1.2 CONTEXT

The transformation of education in South Africa stresses the right of all to quality education. The assessment policy gazetted in December 1998 provides for the conducting of systemic evaluation at the key transitional stages, namely Grade 3, 6 and 9. The main aim is to evaluate the effectiveness of the whole system and the degree to which the vision and goals of the education system are being accomplished (DoE, 2002). Hence, in the General Education and Training (GET) Band, Grade 9 marks the end of the compulsory phase of schooling and education in this band aims at providing learners with the basic competencies or a broad formation of knowledge, skills, values and attitudes needed for lifelong learning (DoE, 2003).

Under these circumstances, the continuous assessment model (CASS) has been anticipated as an assessment model for South Africa (DoE; 2004). Therefore, the practices of continuous assessment are aimed at strengthening assessment across all education and training bands at all levels. In this case, the paradigm change from promotion results found in a single test or examination (summative evaluation) is substituted by the ongoing formative assessment of learner performance. Generally, the principle of criterion-referenced-assessment underpins all classroom assessment by determining individual assessment against the defined National Qualification Framework (NQF) standards. In other words, CASS must be developed and administered by the school using a curriculum framework for Curriculum 2005 and the national assessment guidelines (DoE, 2003).

This implies that the learner may be promoted from Grade 9 if s/he satisfies the requirements of both school-based assessment (SBA), as well as the external summative assessment. Therefore, school-based CASS constitutes 75% of the final result and is moderated externally. The external summative assessment constitutes 25% of the final result and is conducted through the CTA, which is set for each of the eight learning areas (DoE, 2003).

Moreover, common tasks for assessment are used as an external summative assessment tool which provides information on the validity, reliability and the fairness of CASS. It

contributes to the trustworthiness and public assurance in the GETC. Finally, the CTA provides benchmarking and standardisation across provinces, regions/districts and schools, and serves as a validation tool for CASS (DoE, 2002). Thus, the CTA consists of two sections: Section A, which focuses on assessing performance-based competencies, and Section B, which is assessed by pen and paper. CTA is weighted as 25% of the final promotional mark (DoE, 2002).

Consequently, the Council for the General and Further Education and Training Quality Assurance provides mechanisms for assuring the standard of both CASS and the CTA at national level. The same body has the responsibility to attest standards, appropriateness and applicability of CASS and CTA (DoE 2003). Likewise, the Provincial Departments of Education must ensure that appropriate moderation procedures at school and district level are in place to verify and moderate continuous assessment and the marking of CTA (DoE, 2003). It is from this background that an investigation of the appropriateness of CASS and CTA as assessment models for the GETC is undertaken.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The study seeks to examine the appropriateness of the quality control mechanisms used in CASS and CTA procedures. Whilst looking at the appropriateness of quality control mechanism used, focus will be on the moderation processes and procedures that are used at Grade 9 level. In addition, it evaluates the validity of CASS tasks and the reliability of CASS and CTA marks at Grade 9 level. Therefore in evaluating the validity of CASS tasks focus will be on validating the content of CASS tasks. In addressing the reliability of CASS and CTA marks focus will be given to inter-rater reliability of CASS and CTA marks. The problems underpinning the aim of this study will now be discussed.

1.4 PROBLEM STATEMENT

In 2003, the DoE and the Independent Examination Board (IEB) entered into an agreement with Khulisa Management Services (KMS) to conduct a study on the General Education and Training (GET) curriculum and assessment (DoE, 2004). Studies such as the (DoE, 2004) indicated challenges faced during the execution of CASS and CTA at

Grade 9 level, citing the following areas as problematic: educators lack skills concerning assessment, such as recording it during class, employing it in a diversity of forms, and the devising of tasks (DoE, 2004). In addition, educators are limited in the skills required to design tasks appropriate to the pertinent assessment criteria and specific outcomes (DoE, 2004). Furthermore, educators were unaware that assessment is inextricably linked to teaching and learning, and educators still experience problems in the effective implementation of CASS, as they still lack some of the knowledge and skills to align assessment with teaching and learning (Ramsuran, 1999).

Van Der Horst and MacDonald (1999) assert that the conventional methods of assessment (examinations and tests) may not provide learners with suitable opportunities to expose their knowledge, skills, values and attitudes; consequently different assessment procedures should be utilized to assess Learning Outcomes. Shay and Jawitz (2006) stress that outcomes-based assessment (OBA) is concerned with the measuring of complex activities and advanced order skills in genuine life situations. The DoE (2004) provides evidence that educators normally utilise the conventional assessment practices, with tests still constituting the universal form of assessment observed in Grade 9 learners' and educators' portfolios. Thus, assessment design has been acknowledged as one of the areas in which guidance and support is crucial to all stakeholders if it is to be brought into line with the current procedures (DoE, 2004).

To this end, the introduction of an examination, the CTA is aimed at setting the standards and measuring the performance of all learners in a common examination paper (DoE; 2003), as well as strengthening the capacity for school-based continuous assessment (Poliah, 2003). Some schools, however, reported that they had not completed their CTAs for all the Grade 9 learners, and, in particular, rural schools were having difficulty implementing this successfully (DOE, 2004). There is further evidence that the implementation of CTAs in schools is challenging. CTA documents arrive late; the standard at which it is set is excessively high and there is lack of monitoring (DoE; 2004). These failings can impact negatively on the validity, reliability and fairness of CTA marks. If there is late arrival of CTAs in schools some of the learners will have better opportunities by accessing CTAs earlier than others, and by completing all the assessment tasks on time. Teachers will have ample time to administer and mark learners' work. As a result, teachers who receive the material late will have to rush in the administering and the

marking to meet the deadlines. If educators are struggling with the high standard of the CTA, with no monitoring of the process of implementation, this will also create doubts as to whether to accept learners' marks as fair, valid and reliable.

The assessment guidelines state that the work of both the educator and the learner should be moderated for compliance. The guideline further prescribes two forms of moderation, internal and external, and the persons responsible for conducting it (DoE, 2002). A report released by KMS indicates that there was slight proof of the internal and external moderation observed in the sample of Grade 9 portfolios examined. However, District officials reported that internal moderation had not occurred in several schools in their provinces (DoE, 2004). Alternatively, Van Der Horst and Mac Donald (1999) highlighted that there should be continuing moderation of assessment; as this is vital to ensure reliability of assessment up to the required standard. It is in this context that the purpose of the study is to investigate the appropriateness of quality assurance mechanisms used in Grade 9 assessment, in particular for continuous assessment and Common Tasks for Assessment.

1.5 RATIONALE FOR THE STUDY

The decision to issue the General Education and Training Certificate (GETC) after nine years of compulsory schooling is an important beginning in the Education and Training system in South Africa, as indicated in Section 1. The assessment leading to this certificate is subject to the school-based assessment, which demands thorough quality assurance mechanisms to ensure the trustworthiness of the certificate issued (Poliah, 2003). Currently, CASS is left completely in the hands of the educators, whose quality assurance mechanisms are not carried out satisfactorily at school level (Poliah, 2003; Ramsuran, 1999), and the district only moderates the CASS tasks at the end of the year. In addition, CASS carries 75%, which is the major part of the promotion mark (DoE, 2004; Poliah, 2003). The challenge of quality assuring the assessment is additionally worsened by the new outcomes-based approach to assessment, which curriculum planners, assessment facilitators and teachers are still struggling with (Poliah, 2003).

Consequent to the preparation for the issue of the GETC, the DoE has continued with the development of Common Tasks for Assessment, which is administered in all eight learning areas and across schools in the country. The GETC is a normal outflow of

Curriculum 2005 (C2005) and cannot be separated from the latter's general implementation. Thus, the willingness of the system to give a credible GETC is reliant on the degree to which C2005 has been successfully implemented. It has therefore, been decided that the implementation of a GETC will be delayed until there is a reasonable level of assurance in the implementation of the new curriculum and, in particular, the assessment process.

Presently, strengths in the system are dedicated to teacher proficiency in the implementation of the new curriculum and it's OBA (DoE, 2005; Govender, 2005; Poliah 2003). During June 2006, Grade 9 teachers were trained on how to implement the NCS, which means that the focus is no longer on C2005 but rather on the NCS as an outflow and strengthening of C2005. My intention is to examine the quality assurance mechanisms that are in place to ensure that CASS and CTA marks are fair, valid and reliable, and that they will contribute to the credibility of the GETC.

Vandeyar and Killen (2003) argue that the primary principles of assessment, such as reliability, validity, fairness, discrimination and meaningfulness, were recognized long before South Africa embarked on its post-1994 curriculum reform policy. However, OBE, C2005, the Revised National Curriculum Statement (RNCS) and the NCS all deal with these fundamental principles of high quality assessment in diverse ways. None of these curriculum frameworks bring in new thoughts about assessment; but rather they suggest various ways of building the principles of high quality assessment into curriculum and teaching practices. This statement further provides uncertainties if the curriculum statement does not address that in detail. This implies that teachers might experience difficulties in employing assessment principles that they do not comprehend. Vandeyar and Killen (2003) further argue that validity, reliability and fairness are not defined in the curriculum and assessment glossary attached to the NCS, implying that teachers will not know what these terms mean or how they can be used to direct assessment practice. This is a major flaw of the NCS guidelines on assessment, because past incidents have shown that teachers do not automatically understand how to build these characteristics into their assessment practices.

Based on the factors listed above, which influences the decision to issue the GETC namely, the devolution of CASS to educators whose skills and capabilities to undertake quality assurance of assessments in school is doubtful, whilst CASS carries 75% of the

promotional mark. In addition the curriculum planners, educators and the assessment facilitators are still grappling with OBA as is new in the SA context. I decided to investigate the validity and reliability of CASS and CTA at Grade 9 level as they contribute tremendously to the issuing of the GETC.

1.6 RESEARCH QUESTIONS

This study focuses on the following research questions:

How appropriate are the quality assurance mechanisms that are used in CASS and CTA, with reference to Economic and Management Science (EMS)?

This research question is further divided into the following sub-questions:

- What quality assurance mechanisms are there in CASS and CTA at Grade 9 level?

Focus will be given to the moderation processes and procedures that are used at school, cluster, and provincial level.

- How valid are the CASS tasks at Grade 9 level with reference to EMS?

This research question focuses on validating the content of CASS tasks, paying special attention on the quality and standard of tasks, and the coverage of the Learning Outcomes and Assessment Standards.

- How reliable are the CASS and CTA marks at Grade 9 level, with reference to Economic and Management Sciences (EMS)?

This last research question calls for examination of the inter-rater reliability of CASS and CTA marks at Grade 9 level.

1.7 CONCLUSION

In the above discussion the aims and objectives of undertaking this study were stipulated. The problem statement outlined the initiatives taken by the DoE by contracting Khulisa Management Services (KMS) to conduct research on assessment and curriculum. The findings of the KMS study gave evidence that educators were struggling with the

implementation of CASS and CTA, and that quality assurance mechanisms were not satisfactory with regard to Grade 9 assessments. Thus the rationale for conducting this study, presented in Section 1.3, was advanced by the fact that the issuing of the GETC mainly relied on the effective implementation of the curriculum. Section 1.4 I outlined the research questions for the study, derived from the gap that exists within the quality assurance of Grade 9 assessments.

In addition, I explained the context under which this study was derived, highlighting the two assessment models for the GET band and the weighting of CASS and CTA. Finally, I discussed the reasons underpinning the introduction of the new curriculum in South Africa. Chapter 2 of this study will now explore local and international literature on quality assurance of continuous assessment and summative assessment.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The South African education system is in authority to supply the government and the community with confirmation that the organizations are complying with instructions and effectively using taxpayers' funds on education (Gawe & Heyns, 2004). In addition to liability, quality assurance has grown to be a tenet of organisational accountability to which administrators and personnel must be devoted in order to guarantee that students obtain suitable service of a quality equivalent to the best in the world. Thus students are entitled to education and training that:

- Is appropriate to global transformation;
- Permits them to use their talent to the utmost;
- Is adaptable and available in relation to appropriate perspectives of education;
- Provides them with the ability and understanding vital at a certain time (Gawe & Heyns, 2004).

Gawe and Heyns (2004) argue that if outside directives are the chief regulators for the execution of quality assurance on every education place it will be ineffective. This ineffectiveness is due to recording of quality assurance procedures, which will please outsiders but may not have an important effect on the actions in the learning site. Thus quality should not be complementary or speculative, or simply performed at the final stage of a practice. Quality should be fundamental to the development of instruction, education, programme of study and assessment.

The structure of this chapter is as follows: Section 2.2 defines key concepts; Section 2.3 focuses on literature on continuous assessment; Section 2.4 reviews literature on portfolios; Section 2.5 gives feedback on assessment; Section 2.6 explores the literature

on common tasks for assessment; Section 2.7 examines international and local literature on quality assurance.

2.2 DESCRIPTION OF KEY CONCEPTS

There are various ways in which terms are used, and analysis of key concepts in this study is vital in the clarification of the context under which they are used. The description of these concepts will further guide the scope of the discussions to follow.

2.2.1 Economic and Management Science

Economic and Management Science as a Learning Area deals with the utilisation of various kinds of public, private or communal resources, effectively and efficiently in fulfilling people's desires and needs, whilst the impact of resource development on the milieu and people is critically reflected (DoE, 2002a). The Learning Outcomes in EMS are stipulated by the DoE (2002a) as follows:

- Learning Outcome 1: The economic cycle
  The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'economic problem'
- Learning Outcome 2: Sustainable growth and development
  The learners will be able to demonstrate an understanding of sustainable growth, reconstruction and development to reflect critically on its related processes
- Learning Outcome 3: Managerial, consumer and Financial knowledge and Skills
  The learner will demonstrate knowledge and ability to apply responsibly a range of managerial, consumer and financial skills
- Learning Outcome 4: Entrepreneurial knowledge and skills
  The learner will be able to develop entrepreneurial knowledge, skills and attitudes (DoE, 2002a).

2.2.2 Continuous Assessment

Various definitions for continuous assessment (CASS) exist; for example, the DoE (2002) and Umalusi (2004) define it as a process of assembling legitimate and consistent data regarding the learner's achievement continuously, in relation to undoubtedly explicit measures**,** by means of a range of processes, devices, procedures and frameworks. For the DoE (1998; 2003) CASS is a continuing procedure that evaluates pupil attainment throughout the course of study, presenting data that is employed to show a learner's progress and permitting progress to be built during lessons and instruction. In this study, CASS will be viewed as a course of action of collecting valid and consistent data regarding the achievement of the learners continuously aligned with explicit measures, by means of a range of devices, processes, procedures and frameworks (DoE, 2002; Umalusi, 2004).

While a central theme in CASS seems to be the collecting of data on a regular basis, Falayajo (in Alausa, 2006) highlights domains such as cognitive, affective, and psychomotor that is integrated in presentation during a certain point of teaching. Therefore, CASS aims at persuading and enlightening largely the instructional process, throughout the course of instruction and education (Mazibuko & Ginindza, n.d.). If one examines the definitions of CASS provided by the DoE (2002, 2004) as well as Umalusi (2004), one finds that most authors agree that it is a "process" and not a once-off event. The descriptions also indicate that its purpose is to present data on learner attainment and capability. The DoE (2004) see it as assessing the learners in totality, with learners being assessed to explicit standards (DoE, 2002; Umalusi, 2004), so that valid and consistent data can be collected.

2.2.3 Validity

Gipps (1994) sees reliability and validity as quality assurance tools that are responsible for the advancement of assessment approaches. Validity can be viewed as the process of collecting data that aligns itself with the appropriateness of the inferences that are made of student answers for precise assessment exercises (Killen, 2003). Stobart (2006) is of the view that validity is a built-in assessment result of the measures to which practical verification and hypothetical explanation bear the competency and correctness of

conclusion and procedures found on test achievement and other methods of measurement. Thus, validity is a decision of how successfully an assessment tests an area, and the appropriateness of the deduction produced by outcomes (Moskal & Leydens, 2000).

Moskal and Leydens (2000) describe the three types of validity as construct, content and criterion related evidence. Construct related evidence refers to the degree to which learners answer to a certain device, and reveals learner understanding of the content area of significance. Content related evidence is concerned with the degree to which the assessment device tests the content area sufficiently. Finally, Moskal and Leydens (2000) define the criterion related evidence as the verification that supports the degree to which the assessment outcomes show a relationship with the existing or upcoming result.

In the context of this study, content related validity will be explored, as the study seeks to establish the validity of the CASS tasks at Grade 9 level. Content related evidence is relevant in guiding this study as it is concerned with whether the assessment device sufficiently tests the content area. Gay and Airasian (2003) see content validity as requiring both item validity and sampling validity, the former being concerned with whether the assessment items are relevant to assess the planned content area, the latter with the examination of how well the assessment tasks sample the total content area that should be assessed. McAlpine (2002) notes that content validity is vital as the aims of the curriculum will be maintained with what the learners should comprehend, and he argues that without content validity there will be uncertainty regarding the assessment content.

2.2.4 Reliability

Reliability is viewed as the consistency of the assessment and whether it provides similar outcomes (Killen, 2003). Cohen, Morrison and Manion (2000) describe the three types of reliability as: stability, equivalence and internal consistency. Reliability as stability is a quantification consistent over time and over comparable samples. Within reliability as equivalence there are two main sorts of reliability: equivalent forms or alternative forms and inter-rater reliability. If an equivalent form of the test or tool is devised and related to outcome then the tool can be said to express this type of reliability (Cohen et al., 2000). Inter-rater reliability refers to the scoring reliability of two or more independent scorers (Gay & Airasian, 2003). Thus, internal consistency reliability entails the test being run

only once through a split half method. The test items will be halved, assuring that each half corresponds in terms of item difficulty and content. If the marks attained from each half correlates with the other, then split half reliability will be realized (Cohen et al., 2000).

This study will focus on inter-rater reliability at school level as it engages in a double marking process. The Learning Area teacher will first mark all the learners' scripts and then the departmental head will remark a particular percentage of them to ensure that the marks allocated are reliable. It is important to determine scorer/rater reliability when the results of the test are considerable for test takers, such as for a school diploma or promotion to the next grad (Gay & Airasian, 2003).

2.2.5 Portfolio

Various definitions of portfolios exist, for example the DoE (2002) describes it as a decisive gathering of learners' work, such as projects and journals. The South African Qualification Authority (SAQA, 2002) defines it as the gathering of diverse kinds of work being assessed. While the fundamental premise in portfolios appears to be the gathering of data on learner work, Grosser and Lombard (2005) contribute to the discussion by highlighting features to be integrated in the compilation of a definition as: learner's contribution in content choice, the criteria for choice, the criteria for evaluating value and verification of learner's expression.

Vandeyar and Killen (2004) distinguish between two types of portfolios, as showcase and working portfolio. A showcase portfolio is described as being used for presenting learners' excellent work, while a working portfolio is seen as the logical gathering of learners' work and assessment. Therefore, the evidence of this assessment must be gathered and kept in a portfolio. For Sieborger and Macintosh (1998), portfolios are a genuine means of gathering data for final assessment, both by allowing the learners to make a choice and to notice what they should develop.

2.2.6 Common Task for Assessment (CTA)

Common Task of Assessment (CTA) refers to a sequence of tasks that is planned to acquire evidence regarding a learner's performance (DoE, 2003). Umalusi (2004) describes CTA as consisting of a variety of types of assessment activities, which may be set nationally, provincially or at district level for each Learning Area. In addition, the DoE (2003) stipulates that the CTA must cover a variety of assessment activities, as well as practical work, projects, homework, oral presentations and paper and pencil tests. Umalusi (2004) stipulates that CTA serves as a moderation instrument, which assists in the standardisation of continuous assessment across the learning location of the Provincial DoE. For the purpose of this study, CTA is viewed as the national summative instrument, which consists of various forms of assessments used to assess whether Grade 9 learners have achieved the outcomes in Economic and Management Sciences.

2.2.7 Quality Assurance

Various definitions for quality assurance exist, for example SAQA (2001) describes it as the activities that assure the quality of the goods and service at the point of creation. Umalusi (2004) views it as the process carried out to guarantee that the quality of the service offered at each phase is equivalent to, or goes beyond that which is precise as stipulated in the established standard. For Gawe and Heyns (2004) quality assurance will only have an effect on education and training if it is connected to teaching and learning, and does not occur after it has taken place.

For the purpose of this study, the definition provided by Umalusi will be used, as quality assurance is viewed as a process undertaken to ensure that the quality of the service supplied at each phase, not at the moment of release, is equivalent or goes beyond the particular standards. At school level, quality assurance must occur throughout the teaching and learning activities. It must not only occur during the assessment process, but from the outset of teaching and learning process, and throughout other activities that will directly have an effect on teaching and learning process within the school.

2.2.8 Moderation

Moderation is seen as the process of authenticating results of school-based and external assessment (DoE, 2003). SAQA (2001) views moderation as an essential device to guarantee that quality standards for inputs-processes and outputs are upheld. SAQA (2001) links moderation with the outputs (outcome of teaching and learning during assessment of learning), and thus it is imperative to consider that the outputs are as excellent as inputs and processes. Moderation is not only supposed to occur as the last part of the recurring nature of quality. In this study, moderation is viewed as the process that ensures that there are quality standards for the inputs-process and outputs. As SAQA (2001) indicated that outputs are as excellent as inputs and processes, this will ensure that moderation takes place from the beginning of the process of teaching and learning.

2.2.9 Verification

Verification is a process of ascertaining the accuracy or appropriateness of what has been achieved, employed mainly in terms of information of effectively fulfilled measures (Umalusi, 2006). This become relevant to this study, as it seeks to establish whether the Grade 9 assessments are awarded in a valid and reliable manner.

2.2.10 Quality Control

SAQA (2001) describes quality control as an inspection of the product or service in order to make a judgment regarding whether or not these are brought to the customer. Gawe and Heyns (2004) argue that quality is a different approach for the new education and training systems, and one that is continuous and necessitates regular monitoring and feedback. Quality is only authentic if it deals with the advancement of classroom practice.

The definitions of the above concepts are relevant and appropriate in guiding this study, as the study seeks to address the important aspects derived from them. The study seeks to establish what quality assurance mechanisms in CASS and CTA at Grade 9 are utilized within the EMS Learning Area. The way in which CASS is viewed in this study also contributes to the key concepts under investigation, as it addresses validity and reliability.

Thus for valid CASS tasks and reliable CASS and CTA marks to be obtained, there should be quality assurance mechanisms in place at school and district level.

2.3 LITERATURE ON CONTINUOUS ASSESSMENT

Assessment transformation has not been a simple process, which is evident from the inconsistencies in assessment practices, particularly in the method with which learners are assessed and the number of assessments tasks carried out (Govender, 2005; Makola, 2003). This appears to be due to a misunderstanding between traditional assessment methods and those of continuous assessment (DoE, 2004; Govender, 2005; Sebyeng, 2006). The misunderstanding between traditional assessment and formative assessment has shaped educators' record keeping and management of assessment (Govender, 2005), as the majority of educators do not have assessment records, and those which are available are not in line with DoE assessment guidelines (Sebyeng, 2006). Furthermore, it would seem that teachers need to acquire and build up the skills necessary for the development of assessment tasks (DoE, 2004; Ramsuran, 1999). However, the literature highlights the apprehension of educators due to the complexity referred to above, in that CASS tasks appear to be short of standardisation and depend on educator's doubtful capability (DoE, 2004; Poliah, 2003; Ramsuran, 1999).

Whilst the DoE (2004) and Govender (2005) acknowledge that there is a paradigm change in the viewing of assessment, the problems were intensified by the fact that many School Management Teams (SMTs) appear to be unfamiliar with Outcome Based Assessment (OBA), and that might be the reason they are not offering essential support to the educators. Badasie (2005) reports that disapproval of the poor training that education officials offer might be due to a lack of knowledge and skills amongst the facilitators, resulting in the deficiency in provision of support and feedback to schools (Badasie, 2005; DoE, 2004). Lumby (2007) revealed that the respondent in her study acknowledged that no training was offered for assessment during university training, and that the respondents had only attended one assessment training course.

Research by Govender (2005), Lumby (2007), Makola (2003) and Sebyeng (2006) showed that educators were willing to develop and grow in terms of assessment practices

and processes but that additional support from the SMTs for conducting day-to-day assessments would be needed. Educators need support from the districts in terms of follow-up visits to strengthen information acquired throughout training (DoE, 2004; Makola, 2003). The DoE (2004) and Sebyeng (2006) allude to the problems faced by educators with regard to CASS as insufficient physical, human and financial resources to implement it; the increase in time and workload caused by new assessment practices; and large class sizes, affecting the ability of educators to teach and assess all learners in the class.

Crooks (2004) stipulate the four benefits of internal assessment (CASS) as follows:

- It permits significant outcome to be assessed that might not be assessed in summative examination, such as practical work, oral and aural work, extended projects or assignments.
- The assessment takes place in various instances, dropping the sampling threat linked with once-off assessment.
- It broadens the assessment weight throughout the course, promoting additional work that is reliable and dropping the threat of excessive assessment apprehension.
- If specific outcomes are assessed continuously, it permits the likelihood of discovering unusual routine or development in routine, which can be allowed for in the ultimate judgment of scores.

Internationally, the achievement of the successful execution of internal assessment (CASS) can be accredited to staff development (Brown, 2004; Elwood, 2006). Diverse assessment devices, improvement in training, paying attention to assessment for learning, and remediation and enrichment activities were established (Brown, 2004; Mazibuko & Ginindza, n.d.). In the cascade models of educators development (Elwood, 2006), substantial money, time and exertion were devoted in the training of educators so that they are able to employ formative assessment in the classroom and have ownership of such practices (Brown, 2004; Elwood, 2006). Assessment tools such as exemplars, item resource banks, and computerized teacher-managed testing tools were made available to educators (Brown, 2004). Mazibuko and Ginindza (n.d.) support Elwood, (2006) and

Brown (2006) by stating that teachers take possession of internal assessment (CASS) practices by developing their own teaching aid throughout the workshop.

Institutes of higher learning are supposed to be engaged in discussions concerning assessment transformation in schools (Elwood, 2006), as this will motivate such institutions to reflect on new tactics to modify their practices for training educators in gaining skills, and knowledge to carry out assessment (Choi, 1999; Elwood, 2006). One assessment device used in school is the development of learner portfolios and therefore Section 2.4 explores the literature regarding portfolios.

2.4 LITERATURE REGARDING PORTFOLIOS

The administration of portfolios appears to be complicated for educators particularly when ensuring the quality and the variety of forms of assessments; and then utilising educator checklists and rubrics (DoE, 2004), has led to several educators not using portfolios (Sebyeng, 2006). The execution of portfolios is not pleasing, and learners are not prepared sufficiently to reflect on the result of the tasks. Portfolios continue to be the showcase documents, providing slight verification of self-determination acquired by the learner during the period of their compilation (Grosser & Lombard, 2005). Instead, educators were continually requested to duplicate exemplars of their portfolios work for other educators.

Department training meetings and guidebooks offer broad hypothetical data of what portfolios should be, what they must contain, and the variety of assessment to be employed whilst accumulating those (Grosser & Lombard, 2005). However, there is a need for significant data on the approaches desired to foster the insightful procedures that will ultimately direct self-determinant learning throughout its execution (Grosser & Lombard, 2005). Educator-training programmes are supposed to be developed to afford educators the essential understanding and ability, and to make certain that potential educators will be capable of employing portfolios according to the fundamentals of assessment for learning (Grosser & Lombard, 2005; Makola, 2003).

The assessment guideline for EMS in the General Education and Training (GET) Band stipulates that all educators must keep a portfolio that contains all documents related to assessment, and which is up-to-date, (DoE, 2004). The DoE (2007) Assessment Policy for the Senior Phase stipulates that the portfolio should contain the following:

- Policies and supporting documents;
- National Curriculum Statements;
- Learning Programme Guidelines;
- EMS teachers Guide and Assessment Guidelines;
- Annual Assessment Plan;
- Assessment tasks as well as planning that informs the development of these tasks;
- Records of formal asks, assessment tools and record sheets;
- Clearly marked formally recorded tasks (DoE, 2007).

Consequently, the assessment guideline for the GET phase further states that the learner's portfolio should offer verification of knowledge, skills and values. The verification of learner attainment is assembled and the degree of proficiency assessed to provide evidence of learner advancement in the learning area. The verification of a learner's achievement must direct the educator in formulating a judgment about the development of learners and teaching and learning process (DoE, 2007). The evidence of learner's performance can include:

- A completed assessment tool, which reflects the learner's achievement, e.g. checklist, rubric, criteria list on which performance is indicated;
- A completed assessment task, e.g. test, essay or a product e.g. business plan;
- A recording of performance, e.g. market day, videotape, cassette tape, DVD, electronic storage device (DoE, 2007).

However, in some portfolios observed there seems to be some misunderstanding on whether learners are assessed against specific outcomes or against forms of assessment, and although the rubrics are visible in the majority of portfolios, there is inadequate proof of whether those rubrics were really employed to assess learner attainment (DoE, 2004). There is a slight indication of feedback given to learners in the portfolios. Moreover,

educators criticise the Grade 9 assessments as frequently being compiled at the cost of learning. In order for learners to understand their learning and then improve on their performance, feedback on assessment is vital to the learning process. Therefore the next Section 2.5 explores the feedback given with regard to assessment.

2.5 FEEDBACK ON ASSESSMENT

Mazibuko and Ginindza (n.d.), in the application of feedback from continuous CASS in Swaziland, revealed that through CASS programmes, teachers were capable of offering appropriate support to pupils with learning problems. Since CASS is an ongoing process, educators should be able to ascertain at an early stage how well a learner is coping in diverse phases of teaching and learning. Elwood (2006) noted that the correct use of feedback on student performance and variations of teaching is to recognize student needs and thus smooth the progress of vigorous participation by students in the learning process. Feedback ought to be in relation to the purpose of learning, and be centred on the task - not the learner, ensuring that it necessitates accomplishment and is attainable (Wilmut, 2005). The feedback given to learners during CASS plays a vital role in enhancing learner performance in CTA, thus Section 2.6 explores the literature pertaining to Common Task for Assessment.

2.6 LITERATURE ON COMMON TASK FOR ASSESSMENT

The DoE (2004) and Govender (2005) report that the Grade 9 educators are looking at CTA merely as an instrument for external assessment, and not so much at its entrenched significance as a comprehensive learning programme from which to devise potential teaching and learning. However, the execution of CTA seems to be challenging (Wilmot, 2003) and Govender (2005) cites the following as aspects that hamper its efficient execution:

- Educators felt that the content of the CTA instrument did not include the essential features, the programme organizers and the themes were unsuitable and challenging for Grade 9 learners

- Several questions in the learners' document were not aligned to the memorandum. The language employed in CTA was not easily understandable to a number of second language speakers;
- The duration given for the execution of Section A was inadequate;
- A number of tasks necessitate the application of the internet, libraries and buying of extra resources;
- Irregularity amid schools in connection with the execution of Section A and B. Several schools dealt with section B under firm examination circumstances, whilst others as a form of teaching and learning;
- The memorandum supplied incorrect responses and at times in Section B responses were not supplied (Wilmot, 2003).

Additionally, Govender (2005) reports that monitoring and support that occurred in schools is inadequate. There is a need for relevant and purposeful development programmes for educators at school. At some schools, proper forums for the execution of the CTA tool were seldom held. Moreover, Govender (2005) found that in two specific township schools, no official meetings were conducted for the execution and the discussions among the principal, SMT and Grade 9 educators. The SMT members criticize the lack of formal or informal communication among themselves and the principal. However, Govender (2005) reports that the guidance offered at school is largely paying attention to the technical features, such as organising mark books, percentage weighting, and photocopying, whilst the district involvement did not advantage the educators but rather frustrated them, as the district approved weak learners to Grade 10.

Govender (2005) and Wilmot (2003) stipulate some of the aspects that are positive about the CTA, with educators viewing it as a proper instrument for moderating teaching and learning, assessment, management and leadership in the province. Educators report that the CTA tool is not an easy instrument for teaching and learning but they liked the depth of its blueprint (Wilmot, 2003). Educators feel that CTA reduces their workload with regard to developing the examination papers for summative use. Wilmot (2003) reveals that the educators guides gives excellent support for and clear guidelines on, the formulation of a point system and criterion-referenced assessment approach, as well as details on the employment of explanatory rubrics being evident. With this in place, CTA

contributes to a change in education from the old traditional to the new framework, promoting a process of learning in which original and vital thinking is appreciated and stressed (Wilmot, 2003). Finally, CTA affords educators guiding principles and support, particularly with the utilization of previous years' CTA (DoE, 2004).

According to Brown (2004), in the secondary school context, centrally administered high stakes qualifications assessment occurs mainly to establish whether learners meet diverse standards. The preamble of any assessment policy proposed does not merely identify and scrutinise learners learning but also advances the quality and quantity of learning. It must be prepared in such a way that it reduces the connection with learners' liability and as an alternative to capitalizing on correlation with educators' obligation to advance their own teaching and the learning for students. While taking the benefit of teachers' consensus that assessment can discover quality schooling, the assessment policy may be the means of presenting education professionals with self-managed feedback regarding the excellence of their job.

Wilmut (2005) highlights that the high stakes testing is incapable of supplying valid data concerning learners' achievement for various reasons. Firstly, the test is excessively restricted to supplying data regarding learners' achievements and the penalty of teaching to the examination signifies that the student might not in actuality have the ability or knowledge, which the test is intended to evaluate. Secondly, educators are constrained by the high stakes to educate learners in ways to pass the test, rather than gain the necessary abilities and knowledge. As the quality of external assessment (CTA) plays a fundamental role in the promotional requirements of Grade 9 learners, it is imperative to examine the quality of the external assessment. Therefore Section 2.7 focuses on the literature review on quality assurance of assessment.

2.7 LITERATURE ON QUALITY ASSURANCE

Quality assurance is seen as a process to make certain that the quality of the service offered at all stages suits or goes beyond that which is defined according to the agreed standard (Umalusi, 2004). Quality assurance mechanisms are identified as: moderation

(Reddy, 2004) and validity and reliability (Gipps, 1994). The following discussion in 2.7.1 will elaborate on the three quality assurance mechanisms.

2.7.1 Moderation

The DoE (2004) views moderation as the process of validating the outcome of school-based and external assessment. Gawe and Heyns (2004) argue that organization must visibly indicate their processes of internal moderation, and policies and procedures must be accessible and give significant feedback to learners and other stakeholders concerned. In the context of this study, as reflected in Section 1.5, School-Based Assessment refers to CASS and external assessment refers to CTA. Gawe and Heyns (2004) outline the purpose of moderation as follows:

- To set up structures to regulate assessment and the monitoring of the reliability of assessment outcome;
- To verify the design of assessment, materials for appropriateness for the rationale of the qualification, and specified learning outcome;
- To monitor the assessment process for equality and justice;
- To scrutinize the assessor performance, and offer support, assistance and recommendation to improve competence and to advance assessor performance.

Gawe and Heyns (2004) believe that moderation must concentrate on aspects that improve teaching and learning practice, and which embrace the significance and recentness of the curriculum; the suitability and validity of assessment tools; the evaluation of learning and the validity and reliability of assessment outcomes. Badasie (2005) and Govender, (2005) contributed to the discussion by highlighting factors that seem to impact harmfully on the execution of external moderation. The measures used throughout moderation are doubtful, as educators' marks remain unaffected by the moderation process (Govender, 2005). There is deficiency in feedback from the DoE on the standard and quality of work in individual schools, but rather feedback on the organization and outline of their portfolios was received (Brombarcher, 2003; DoE, 2004; Govender, 2005). Peer moderation is not carried out in an acceptable manner, as it does not characterize a satisfactory and consistent type of feedback. This may be due to educator proficiency (Badasie, 2005).

As a result of deficiency in the measures to carry out moderation (Badasie, 2005; Govender, 2005) there must be competence development programmes on quality assurance in organizations, such as hands-on workshops prepared by education sectors to provide practitioners with understanding of quality assurance and the ability to execute quality assurance in their organizations, as well as to offer sufficient resources vital for quality education (Reddy, 2005). Thus it is preferable for subject experts to conduct moderation, as they are experienced and competent moderators (Singh, 2004).

The responsibilities of the Council for Quality Assurance in the General Further Education and Training (Umalusi) consequently are to:

- Employ accurate quality assurance procedures with school-based and exit assessment;
- Observe the process of assessment at a sample of learning sites and validate the result of the assessment system by moderating samples of portfolios;
- Make certain that the outcomes are trustworthy, by observing the progress in the assessment system of the provincial education departments, so as to make recommendations to the Minister of Education on the execution of the General Education and Training Certificate (Poliah, 2003).

Luckett and Sutherland (2000) distinguish two types of moderation processes, in terms of whether they are part of the quality promotion process (one which is formative and aims to advance quality) or whether they are part of quality control mechanisms, (one which is summative and make decisions about quality). Below is the table in which Luckett and Sutherland (2000) have summarised the distinctions between quality control and quality promotion mechanisms.

Table 2.1 Approaches to Quality Promotion and Quality Control Mechanisms (Luckett and Sutherland, 2000):

Quality promotion mechanisms	**Quality control mechanisms**
Cooperation and involvement with an agreed consensus.	Typically no discussion involved
Frequently take place inside the frame of the assessment process.	Frequently take place subsequent to assessment process
Utmost possible for empowering personnel.	Inadequate for empowering personnel.
Naturally provoked Permit significant qualitative findings.	Extrinsically motivated. Focuses on quantitative empirical finding-qualitative findings prospects are narrow.
Examples: **Cluster moderation:** groups of assessors reach common comprehension of how criterion ought to be construed. **Intrinsic moderation:** teams of assessors work jointly from the commencement of the assessment process, mutual development and execution of assessment. **Moderation by inspection:** the assessor and the moderators hold discussions on the procedure an the products of assessment, throughout the assessment phase.	**Examples:** **Statistical moderation:** reference tests of other statistical method employed to guarantee reliability and overview of assessment.

Internationally, moderation is viewed as a process of undertaking to improve consistency, which can in no way be as high as in, standardized measures where all learners are taking the similar, precise tasks (Gipps, 1994). Thus, an assessment and certification bureau would apply a variety of techniques to take advantage of the comparability of assessment offered by schools. This would be achieved by making certain that schools were teaching and assessing similar content by means of similar criteria to assess performance (Hill, Brown & Rowe, 1994). The means to analyse school assessment should be instituted, as

well as moderation by groups and specialist peer evaluation to expand measures, which schools will pursue to improve the comparability of assessment (Hill et al., 1994).

However, statistical moderation is inadequately comprehended, with disapproval from educators of the unsuitability of employing written papers as moderating tools for tasks of a practical nature (Buchan, 1993). Schools are regularly given slight feedback on the alteration of the result of moderation and there is inadequate support for leading educators to adapt their performance. Educators believe that the resolution taken in the moderation does not consider the circumstances under which they work and how these impinge upon their assessment (Buchan, 1993).

Conversely, educators favour consensus moderation, as it permits them to convene in clusters to evaluate their school assessment and to either amend or verify preliminary assessment, although it is expensive (Gipps, 1998; Hill et al., 1994). In addition, consensus moderation reinforces the validity and reliability of the ultimate attainment, adds to the reassurance of assessment knowledge of scorers and supplies staff development equally on assessment and teaching (Gipps, 1998). As moderation enhances the quality of assessment tasks, it is imperative that during moderation the validity and the reliability of assessments are ensured. Section 2.7.2 examines the literature with regard to the validity and reliability of those assessments.

2.7.2 Literature on good assessment practices: Validity and reliability

Ten years after establishing Outcome Based Assessment (OBA) in South Africa, the execution of CASS is still challenging and the outcome of these assessments turn into levels of uncertainty concerning the validity and reliability of the assessment results (Oberholzer, 1999; Poliah, 2003; Singh, 2004). The deficiency in the validity and reliability of assessment is ascribed to the variation in assessment standards and teacher proficiency in various provinces and learning sites on the part of OBA (DoE, 2004; Poliah, 2003; Singh, 2004).

The lack of proficiency in OBA has resulted in educators' inability to attain criterion-referenced assessment and containing a consistent assessment process (Badasie, 2005; Sharply & Bush, 1999), as assessors assess similar tasks in different ways (Badasie, 2005;

Reddy, 2004). Different achievements by learners are recorded on different occasions, when concerned with a similar assessment (Reddy, 2004). As a result, learners do not consider the criteria particularly accurate as educators do not clarify them, nor give inaccurate criteria in the rubric development. The educators may also employ complex language in the criteria (Badasie, 2005). In addition, Koretz, Stetcher, Klein and Caffey (1994) indicate that the deficiency of standardisation of tasks necessitates educators widening the general-purpose rubrics so as to address a broad range of tasks.

The difficulty with inter-rater reliability is not merely credited to the manner in which rubrics are developed, but also to the educators' skill in confining themselves to the criteria of the specific rubric (Badasie, 2005), and avoiding inaccuracies in criteria between assessors in rating (Tillema & Smith, 2007). The DoE prepares exemplars of rubrics in their resource books, but educators believe that these are complicated and difficult to utilize (Badasie, 2005). Although rubrics are exceptionally developed and easy to use for both educators and learners, there are other factors that affect inter-rater reliability. Some educators disregard the use of rubrics, whilst others believe that the rubric is restrictive and chose to supersede it (Badasie, 2005), which may be due to misapprehension and employment of rubrics and insufficient training (Sharply & Bush, 1999; Sook, 2003).

Gipps (1994) argues that it is vital to bind assessment to criteria. Greatorex, (2002), Luckett and Sutherland, (2000) believe there should be unambiguous criteria against which learner achievement is evaluated, and so reliability would be enhanced. Gipps, (1994); Good (1998) as well as Greatorex, (2006) stress that to offer educator training, and support through observation and questioning will guarantee reliability transversely and within schools (Gipps, 1994). Achievement assessment initiatives that have confirmed a high level of rater reliability depended on standardised tasks and explicit tasks rubrics have been utilised (Koretz et al., 1994).

Stobart (2006) believes that tasks that were highly practical exposed the significance of teachers' possession of content understanding, since inadequate comprehension of the theme was revealed in discrepant marking. As well as having comprehensive rubrics, applying them expertly to learners' work is essential. Barret (2000) sees ownership and improved ownership as aspects that strengthen inter-rater and intra-rater reliability, and

the feedback provided by the assessor to other assessors on their assessment decision seemed to be beneficial to learning (Greatorex, 2002). As assessors were determined to organise the network where standards will be communicated; this guided the universal acceptance of the criterion and enhanced consistency (Black, Hall, Martins & Yates, 1989).

Thus, constructing and approving a reasonable and utilizable criterion is a significant way of enhancing consistency (Luckett & Sutherland, 2000). Without standardised assessment measures educators seem not to have a reasonable foundation for excellent teaching results (Firestone, 1998). Public trustworthiness is significant, particularly in assessment employed for ranking, high stakes or accountability testing. It provides reassurance to educators and the public that the outcomes are reliable and equivalent in different schools (Gipps, 1994).

Luckett and Sutherland (2000) illustrated a validity and reliability matrix as indicated below:

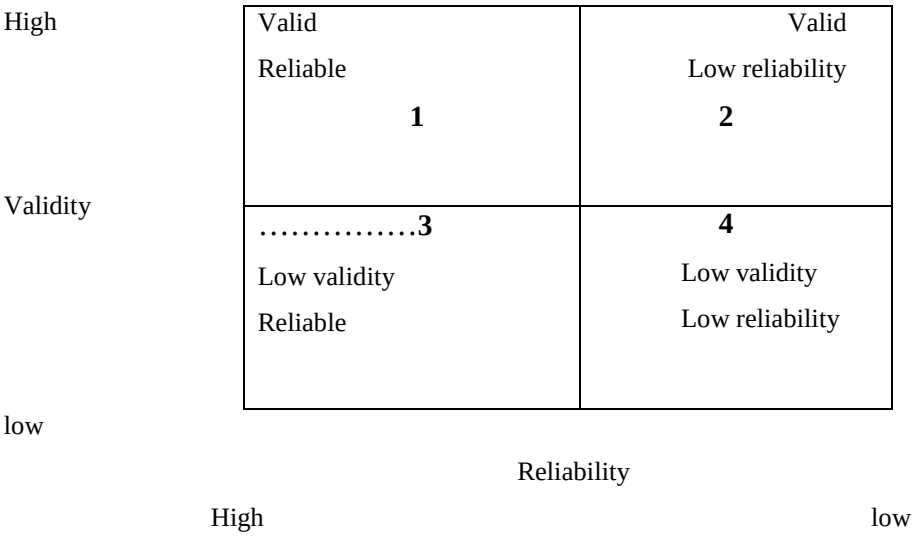

Figure2.1 Reliability and Validity Matrix

Luckett and Sutherland (2000) have numbered the diverse quadrants to specify where different assessment techniques are likely to be placed on those continuums. For example, multiple-choice assessments would be placed in quadrant 3, along with other assessment

techniques that are highly reliable (which have high levels of inter-marker consistency) but are not necessarily valid. Essay type questions will occur on quadrant 2, where the assessments are extremely valid, but where inter-marker reliability is difficult to achieve. Assessors should try and ignore practices that are classified under quadrant 4, as these would be unreliable and invalid. Assessors should aim to use assessment practices that fall into quadrant 1, where the results are both valid and reliable. The best possible means of attaining this model is by employing a range of assessment techniques in which outcomes can be triangulated from one assessment to the other, in an endeavour to assess a variety of difficult Learning Outcomes and competences via criterion-referenced assessment, and in a way which has high validity that is adequately reliable.

Reliability is a measurement of any validity debate. If the management of scoring and rating of an assessment are unreliable then its validity is undermined, as there can be inadequate assurance in the outcomes and the judgment founded on them (Stobart, 2006). Luckett and Sutherland (2000) suggested approaches to advance validity of assessment as clarification of Learning Outcomes, and the link to assessment criteria to guarantee that the techniques chosen are fit for the intention. This was to be achieved by employing a variety of assessment techniques to make certain that all Learning Outcomes are assessed.

According to Greatorex (2002), the validity of assessment decision was negotiated in a standardisation process. The study found that assessors were not having the similar information and were formulating different decisions. They cited the example of the portfolio, asking if it is the only verification that the student has attained a certain criterion. Rather, it is suggested that assessors may also interview the student, observe artefacts that he or she has created, or observe the learner's performance. Some methods might involve two assessors observing a candidate, or another assessor observing the other interviewing a candidate. This might be a more valid method of standardisation, although it might prove disturbing.

Gipps (1994) suggests means to deal with some of the matters of validity and reliability. She describes curriculum validity as a substitute criterion for evaluating assessment and indicates that the idea of curriculum validity is uncomplicated to stipulate, in that curriculum is a visible construct. Educators can associate assessment activities to particular curriculum to guarantee validity. She further indicates the importance of broad

coverage by not assessing examinable tasks only. Dependability implies a junction between validity and reliability. Assessment is trustworthy if its content is valid and reliable.

In addition, Wilmut (2005) recommended the following suggestions to reduce the risks associated with validity and reliability of educators' assessment: Developing educators' know-how in assessment to the position where there can be an anticipation of reliable and valid judgment. Second, by developing methods that ensure clear requirement of the foundation of internal assessment. Thirdly, offering powerful and appropriate quality control structures. Finally, to increase an intensive operation that will provide internal assessment an equivalent position to that of the written examinations.

2.8 SUMMARY OF LITERATURE

The review of empirical literature by Badasie, (2005), Brombarcher (2005), DoE (2004); Ramsuran (1999) and Singh (2004) was related to my research topic, and the results obtained from these studies have direct implications for the advance of my study. These authors pointed out that moderation was not properly undertaken in schools and districts. Even though it was undertaken, the DoE was only concerned with its compliance with technical aspects of the portfolio layout.

It was clear that the above literature advanced and informed a setting of valuable information which was of interest to my research. The context under which these studies were undertaken was similar to the context of my research. The case studies used by Brombarcher (2005), DoE (2004) and Govender (2005) proved to be successful in collecting data, as they used in-depth interviews which made it feasible for the researchers to collect the relevant data. Their research focused on the assessment of Grade 9 learners, with Brombarcher (2005) concentrating on the Western Cape and the DoE (2004) on all the provinces. This research focused on one district in the Gauteng Province, specifically looking at Economic and Management Sciences. This study has been a follow-up on Brombarcher (2005) as well as DoE (2004) studies, which further investigated the quality assurance mechanisms in place to ensure that the CASS and CTA marks awarded to learners were fair, valid and reliable.

The studies by Gipps (1998), Good (1998) and Koretz (1994) informed this study as they revealed how difficult it was to obtain valid and reliable scores without the provision of proper training and standardisation of tasks. This is a similar case to South Africa, because CASS is not standardised. Black et al. (1989), Firestone (1998) and Wilmut (2005) reveal that it is possible to obtain reliable and valid scores through provision of support to teachers in the form of training, standardisation of tasks and provision of exemplification materials. This literature informs this study as South Africa is in the developmental phase of the implementation of CASS and CTA at Grade 9 level. South Africa might learn from other countries about what has been done in order to achieve the level of awarding fair, valid and reliable marks to Grade 9 learners. In the next discussion 2.9, I used the reviewed literature to build up the conceptual framework followed in this study.

2.8 CONCEPTUAL FRAMEWORK

2.8.1 Introduction and background to the open system theory

The open system theory and the quality assurance plan will be used as models to guide this study. Before attempting to describe what system theory is, a brief description of one's development will be provided. The idea of General System Theory was first introduced by Von Bertalanffy (1968) prior to cybernetics, system engineering and the surfacing of interrelated fields. The German physicist Köhler offered the initial urge towards the general system theory in 1924. He dealt with "Gestalten" (wholes) from physics, but did not accomplish something in working out the problem in general terms (Kramer & de Smit, 1977; Von Bertalanffy, 1968). In his second effort in 1927, Köhler tried to find the general qualities of organic systems by analogy with inorganic system. This demand was met by the theory of open systems (Von Bertalanffy, 1968).

In 1925, Lotka, a statistician, contributed to the general system theory by publishing work in which he addressed the concept of open systems. He observed systems interacting with the environment (Kramer & De Smit, 1977). Lotka envisioned society as systems, while regarding persons as organisms and as a total of cells. There was an evolution from molecular biology to organismic biology, with von Bertalanffy writing on this between 1925 and 1928. Whitehead first wrote about organic mechanism in 1925, and Canon addressed the concept of homeostasis in 1929 and 1932 (Kramer & de Smit, 1977).

After the Second World War, Von Bertalanffy laid a basis of open system theory in biology via theoretical biology. The fundamental nature of the general system theory articulated as the whole being more than the sum of its parts was at first not recognized by many people (Kramer & de Smit, 1977). Thus, the society for the General System Theory was instituted by the economist Boulding, the mathematical biologist Rapoport, the physiologist Gerard and the biologist Von Bertalanffy, in order to increase support for their thoughts. Later in 1957, the name was altered to General System Research (Kramer & de Smit, 1977), arising from the Society for General System Research. The cyberneticians have in part connected the Society for General System Research and appeared to consider cybernetics as part of General System Theory, but also the societies of cybernetics have broadened their approach towards the system theory as in the world organization of General Systems and cybernetics (Kramer & de Smit, 1977).

Flood (1990) contributed to the discussion by highlighting that system thinking came as a reaction to leading theorizing of living beings as “closed systems” or machines. As closed systems are viewed as systems, which do not act together with their setting, living beings cannot be linked with closed systems as they relate to the setting. Flood (1990) illustrated that vitalists assumed that an unexplained crucial power exemplified organisms and even objects, whilst mechanists assumed that everything that takes place was absolutely determined by something that went before it. Analytic studies naturally harmonize the reductionist thoughts and lead to the view that the earth and everything in it are best reflected on as machines (Flood, 1990). Consequently, the holistic viewpoints that surface can be seen as a reaction to the growing disintegration of science that follows the exploration for crucial constituencies (Flood, 1990).

In attempting to elaborate on the rationale behind using the open system theory to conceptualize this study, it is vital to clarify the concepts: system and system theory. A system is seen as a set of interconnected units, of which no division is unconnected to any of the other divisions (Kramer & de Smit, 1977). Thus, a system as a whole presents properties which none of its division or subsets has, and all units in it are either openly or obliquely connected to each other unit (Arkhoff, 1971). Entities are seen as fundamentals or components of a system (Kramer & Smith, 1977).

Various definitions of open system theory exist. For example, Von Bertalanffy (1968) describes system theory as set of units, which do not fit in to the organism but control or

are controlled by its condition. Thus a system is considered as open if the condition of the system and that of a setting control each other: the organisms act together with the setting (Kramer & de Smit, 1977). Open System Theory is concerned with the reliance that exists between an organization and its environment (Darling, 1998). The above definitions have one common idea about the open system theory, which is a set of units in a organization which influences each other. Darling (1998) uses the word 'dependency' that exists between the organization and the environment. The definitions provided by Von Bertalanffy (1968), Darling (1998) and Kramer and de Smit (1977) provide the same meaning of the concept open system theory, as there is an interaction between the units within and outside the organisation.

There is a connection between the organisation and its setting, thereby at least one unit of the organisation control the condition of the unit in the setting, or vice versa (Kramer & de Smit, 1977). Darling (1998) contributes to the discussion by highlighting that system theorists claim that it is more useful to study what takes place in the organisation than to start with formal objectives. Thus, it is likely to glance at what an organisation obtains from its setting inputs; what it executes with its resources processes; and what it offers back to the setting outputs (Darling, 1998). A setting is seen as anything that does not fit in to the organisation. Whereas the system relevant environment consists of that set of units external to the organisation, the condition of which set are influenced by the organisation, or which influence the condition of the organisation itself (Kramer & de Smit, 1977).

The System Theory model for this study has been adapted from Singh (2004) and Waspe (2002), as the authors used the Open System Theory models as their conceptual framework. Their models are relevant in guiding this study, as Singh (2004) focused on the quality assurance mechanisms used in Grade 12 assessments, whereas in this study attention will be based on the quality assurance mechanisms used in CASS and CTA at Grade 9 level. The open system theory model in education used by Waspe (2002) incorporated the inputs concepts that are relevant in addressing my study, the concept of resources, educators and training. Singh (2004) elaborated by specifying that with the input factor educator: their skills and qualifications will be studied, specifying that in terms of resources, policy documents and assessment guidelines are important. She used the concept of staff development instead of training, and the process factors used in Singh

(2004) will be used in this study. However, quality assurance will be included from the inputs- process and output factors, as Singh (2004) incorporated quality assurance in the process factors. In this study, focus on the output factors will be on the learner achievement, valid and authentic CASS tasks and reliable CTA and CASS marks.

In examining the System Theory models used by Singh (2004) and Waspe (2002), one could see the interrelatedness and dependence of input-processes and outputs factors in order to form a coherent whole. For example, the qualification of educators (input) can influence the performance of educators in the classroom (processes), whilst the performance of educators in the classrooms can influences the achievement of learners (output). If the educator has relevant qualifications and subject specialisation, she/ he will be able to teach and assess learners appropriately, and learners will perform better as the educator will have the skills and knowledge required to deliver the content. The system relevant environment as described above by Kramer and de Smit (1977) will refer to the school and district office in the model below. The school and the district office are affecting the system (inputs-processes-output factors in this study) in that district offices are responsible for ensuring that schools demarcated to them have adequate staff and provide support through the dissemination of policies. In turn, schools should ensure that the educators possess the necessary qualifications to deliver quality teaching and learning in the classroom.

Whilst the study seeks to incorporate the quality assurance plan to the system theory model, Gawe and Heyns, (2004) argue that quality should address the administrative processes and classroom practice. If quality addresses administrative processes only it will continue to be a paper exercise that serves to attain conformity to quality requirements, (Gawe & Heyns, 2004). Thus, quality should be part of the point of reference of the suppliers and central to the way in which it sees itself and its services. Consequently, quality must be built from the outset so that processes become the providers' quality management systems. This will result in the quality manifested in the inputs-process-outputs of teaching and learning (Gawe & Heyns, 2004). Figure 2.2 (below) illustrates the input-process-output and quality assurance plan model adapted to be followed in this study adapted from (Gawe & Heyns, 2005; Singh, 2004; Waspe, 2002).

Quality Standards for Inputs: Teaching and Learning Programmes	Quality standards for processes: learning activities in the classroom and assessment	Quality Standards for outputs: Assessments and reports.
Qualifications and skills of educators in relation to EMS Support from the SMT and the EMS facilitator Resources: policies, assessment plans and learning programmes Staff development	Assessment strategies and practices Accurate assessment CASS and CTA tasks Correct recording of CTA and CASS marks Development of high quality CASS tasks.	Authentic and valid CASS tasks Reliable CASS and CTA marks Learner achievement

SCHOOL CONTEXT

DISTRICT OFFICE

Figure 2.2 Input-Process-Output (IPO) and Quality Assurance Plan (QAP) Model

In the following section, a brief description of the model that was used in the study has been given.

2.8.2 Inputs

Greaney and Kelleghan (1996) described inputs as the resources available to the system, for example buildings, books, number and quality of teachers and educationally relevant background characteristics of learners. The concepts to be studied under inputs for this study are: educator's qualifications, and skills in relation to EMS at Grade 9, support from the departmental head and the learning area facilitator, resources and staff development. It is important to clarify the concepts under input factors to provide the understanding of the context under which they will be used in the study. In the following discussion a description and brief overview of the concepts will follow.

2.8.2.1 Qualifications and skills of educators

A highly qualified educator is someone who possess a bachelor's degree, who possess an accepted or full state teaching certificate or license, and who is proficient in every educational subject they teach (Glatthorn, Jones & Bullock, 2006; Ingersoll, 2005). Other ways of ascertaining the proficiency of educators in teaching particular subjects are possession of an undergraduate or graduate major, or an advanced certificate in the subject (Ingersoll, 2005). Additionally Glatthon et al., (2006) highlighted that the highly qualified educators must exhibit proficiency in three chief areas: quality learning, (content and academic understanding of the discipline) the science of teaching (which comprise the crucial abilities and subject expertise), and teacher professionalism.

Furthermore, Glatthorn et al. (2006) highlighted the significance of content knowledge as creating the understanding of the subject reachable to learners, and pedagogical knowledge as the skill of creating the subject comprehensible to learners. A highly qualified educator who holds fundamental abilities will exhibit a high degree of preparation, teaching and learning strategies, assessment and feedback, whilst subject expertise will be revealed by successful teaching abilities (Glatthorn et al. 2006). Educator professionalism will be confirmed by awareness that the impact of successful teaching goes beyond the classroom, and that it impinges on the families and society (Glatthorn, et al., 2006).

The quality standards will be enhanced by compelling educators to be in possession of a degree in their area of specialisation and full state certification as a provision for

appointment (Darling Hammond, 1999). Internationally, quality standards were accomplished by means of increasing standards for educator licensing, and by calling for a major in the discipline to be taught, plus broad knowledge of teaching and learning as components of training. Performance-based examinations were introduced in subject matter and knowledge of teaching as a foundation of getting a license. This formed a government-subsidised teaching programme, which guided qualified gurus for new teachers in their first year on the job (Darling Hammond, 1999).

In the South African context, the "National Policy Framework for Teacher Education and Development" stipulates that the norm for a qualified educator is Relative Educational Qualification Value (REQV) 13 for the unanticipated prospect (DoE, 2007). This might be applicable to educators who have qualified in the system before the beginning of the new framework, i.e. educators who are currently employed in the system or have qualified in the past in the system, (DoE, 2007). However, for the new workforce, meticulous systems are in operation for beginners in the teaching profession.

The policy further stipulates that new recruits must acquire a four year BED degree (worth 480 credits at NQF level 7) as well as a practical section of 120 credits. The qualification will hold an REQV 14 and lead to the registration as an educator with South African Council for Educators (SACE) for a teaching license, (DoE, 2007). Alternatively, an appropriate 360 credits for the first degree (BA/ Bsc/ Bcom /BTech) followed by 120 credits in Advanced Diploma in Education (ADE). The latter will be substituted and be comparable to the recent Postgraduate Certificate in Education (PGCE), the Higher Diploma in Education (HDE) and the postgraduate Diploma in Special Needs, (DoE, 2007).

The educator must have majored in the learning area that he or she is teaching. Thus educators' qualifications are an essential input factor in this study as literature indicated that teacher quality characteristics, such as certification status and degree in the field to be taught, are very significantly and positively correlated with student achievement (Darling Hammond, 1999). On the other hand, Ingersoll (2005) argued that although many teachers are in possession of a bachelor's degree and full teaching certificates, they are allocated subjects out of their area of specialisation or out of the span of the meaning of the qualified educator. Literature dedicated to assessing the outcomes of various educators

qualifications on educators and learners performance found educator education or training to be significantly correlated to increase in learners' achievement (Ingersoll, 2005).

The quality standards for dealing with out-of-field staff were constantly used by imposing the reduction of appointment of unlicensed and under-prepared staff. Within the South African context, the quality standards of the qualifications of educators may be achieved through ensuring that educators who are qualified to teach EMS are employed. The schools must ensure that educators who have majored in EMS are allocated the learning area for teaching. The Gauteng Provincial DoE (2007) released Circular 38 of 2007, on Continuous School Improvement Strategy, which stresses that the School Management Teams must ensure that educators are deployed and utilized according to their subject/ learning area specialization.

In addition to their teaching qualification, educators must be competent to teach the Learning Area. Currently, the National Curriculum Statement (NCS) has incorporated three subjects:-Accounting, Business Economics, and Economics, to form one learning area in the Senior Phase which is EMS. This implies that educators who are teaching EMS at Grade 9 must be competent in all three subjects. Before OBE was introduced, educators were teaching either one or two of the learning areas mentioned. At Grade 9, educators who are conversant with Accounting are desired to ensure that all Learning Outcomes are covered.

Currently, within the NCS the Learning Outcome 3 in EMS is accounting, and carries 30% weighting. This means that more time will be spent teaching that part of the content of accounting. The quality standards might be achieved through the involvement of institutions of higher learning to bridge the gap. The SMT might encourage the educators to further their study in the learning areas they are not competent with. Alternatively, the learning area facilitator might conduct a needs analysis in the district to find out how many field educators there are in EMS, and from that point organize intensive staff development programmes for those educators. Research indicates that there corroboration between educators qualification and learner achievement, as learners who were taught by highly qualified educators who hold a degree and a major subject in the discipline they taught, and met the licensing requirements, achieved higher during the national assessments (Darling Hammond, 1999).

Moreover, Hollaway (1995) stresses that people who are familiar with the subject area are better able to comprehend and retain new information. Persons, who are supervised and regulated in how they are learning, achieve better than those persons who do not. The qualifications and skills of educators have a direct link to the processes and outputs. An educator, who has the background of subject knowledge, as Hollaway (1995) has indicated, will be better able to grasp the new changes in the curriculum and good assessment practices than an educator who is out of field. When the facilitators introduce new developments in the area of assessment in EMS, the experienced, skilled and qualified educator will be able to apply these in the real classroom situation. In turn this will contribute to improved learner performance.

2.8.2.2 Support

Support is seen as coming from those with the duty to offer advice, supervision and assist schools (Greaney & Kelleghan, 1996). Therefore, coaching and counselling roles consist of the supervisor offering information, views, and ideas, supported by expert knowledge and ability. This entails the supervisor operating with professional practice and conduct (Hollaway, 1995). In this case the departmental head for EMS and the learning area facilitator may take a role of the supervisor, by providing educators with information through the dissemination of assessment policies, NCS policy, and exemplar materials, on how to develop CASS tasks of high quality. Their professional knowledge and skills with regard to curriculum implementation and good assessment practices can be demonstrated by helping educators to interpret and implement policies and circulars relating to assessment and curriculum implementation.

In the context of this study, the SMT plays a vital role in ensuring that they provide support to educators. The quality of support given to educators by the SMT will enhance the quality of learning and assessment activities in the classroom. By providing support in developing learners' assessments, educators will be able to use appropriate assessment practices and methodologies in the classroom. Educators will be able to develop assessment tasks of high quality and assess those tasks accurately.

2.8.2.3 Resources

Resources in this study refer to the EMS NCS learning area policy Grade R-9, teacher assessment plans, National Protocol on Recording and Reporting (NPRR) The National Curriculum Statement Assessment Guidelines for the General Education and Training, and learning programmes. The EMS NCS policy is useful to educators as it contains all the Learning Outcomes (LO) and Assessment Standards (AS) that must be addressed at Grade 9 level. Whilst the NCS Assessment Guidelines for the GET contain useful guidelines on how to develop learning programmes, assessment tasks, and assessment plans, (DoE, 2007). Learning programmes will include the EMS learning area framework, work-schedule and the lesson plans. The NPRR contains information on appropriate recording and reporting strategies, (DoE, 2007).

The quality standard for the input resources will be quality control and monitoring. Quality control is seen as the process whereby products are tested and discarded if they fall lower than standards (Gibson, 1993). Therefore, it is the duty of the learning area facilitator to ensure that the quality of the learning programmes developed by educators is controlled through the process of moderation to validate its contents. The facilitator must ensure that the content of the learning programmes and assessment plans is relevant, that it addresses the relevant Learning Outcomes and Assessment Standards.

Furthermore, the EMS facilitator must ensure that the structure of the learning programmes is in accordance with the assessment guidelines for the GET, thus the EMS facilitator would assure the quality of those learning programmes by providing feedback to the schools that learning programmes are ready for classroom use. Quality assurance on the other hand would be concerned with controlling the whole process which led to the development of the learning programmes. It will be intended to give assurance as far as possible that the learning programmes were not rejected at the quality control stage, and standards would have been specified regarding the learning programmes. For instance, if they do not meet the specified standards they should be rejected, (Gibson, 1993).

The EMS facilitator must ensure that the EMS educators are in possession of the policies from the DoE, and that educators are able to implement those policies effectively. The HOD at school level must also ensure that educators are implementing these policies to ensure proper teaching and learning takes place. It is the duty of the departmental head to offer professional guidance to educators on how to develop the learning programmes. Educators must be in the position to utilize the assessment guidelines provided by the

district, whilst the HOD must ensure the effective implementation at school level, through the guidance that will be provided to teachers.

The quality standards for proper implementation thereof will be monitoring. Husën and Tuijnman (1994) describe monitoring as the level of quality prepared for a meticulous intention, quantifying what is sufficient, and a communally and sensibly preferred level of performance. Fitz-Gibbon (1996) sees monitoring as maintaining a trail of the performance of a system, largely by the use of performance indicators that pay attention to the results. Monitoring does not only mean the regular gathering of performance indicators but also reporting back to the units accountable, i.e. monitoring with feedback. (Fitz-Gibbon, 1996). Monitoring is seen as an influential device for quality assurance, as it can maintain a trail of the performance of a system, and can be employed to evaluate the extent of quality in organizations.

Monitoring would be effective if the district facilitator and the departmental head monitor the process of implementation of NCS policies, EMS assessment guidelines, and learning programmes, to ensure that educators are coping. Through monitoring, District Officials can detect earlier that educators are experiencing problems, or are not coping well with the implementation of CASS. In turn the Facilitator will be aware of the degree of excellence or the shortcomings faced by educators in the implementation of the learning programmes and assessment policies, plans and NCS policies. The EMS facilitator will make a follow-up visit to schools where their learning programmes were rejected during the quality control phase, and give support and guidance on the development of learning programmes.

The proper implementation of the policies will ensure that proper teaching and learning takes place in the classroom, and the use of assessment guidelines appropriately will ensure that tasks of high quality are developed and that CASS and CTA tasks are assessed accurately. The provision of exemplars of assessment plan will serve as a guideline to educators on how to develop their assessment plan. The HOD must ensure that the educators are implementing the assessment plan correctly. Furthermore, the facilitator will be able to provide assistance promptly, rather than at the end of the year. This will ensure the degree of excellence as teachers will be able to develop CASS tasks and demonstrate assessment practices of the acceptable standard.

2.8.2.4 Staff development

Staff development programmes can be described by the aims and intentions they look out to achieve, as well as the content and practices utilized in training, and the level of accomplishment anticipated (Joyce & Shower, 1988). Glatthorn, Jones and Bullock, (2006) view staff development as planned training courses presented for groups of faculties and presented by the school system or the school. High quality in-service training is the answer to elevate standards through renewing teachers' skills and permitting them to carry on with the best practice (Mc Mahon, 2005). Ongoing development requires usable, appropriate framework for educators' professional development, permitting the right to use to the best practices in teaching and learning and offering prospects for ongoing learning (McMahon, 2005).

The continuous improvement strategy intends to set demands and support; offering specialised improvement prospects which must allow teachers to be kept informed about their subject knowledge and teaching skills; raising the supply of teaching resources but also holding teachers responsible for their achievement in supporting and increasing the achievements of their pupils, (McMahon, 2005). Glatthorn et al. (2006) suggested that the quality standards for staff development programmes should be supported by adequate resources, and by means of student information to establish needs.

In contributing to the discussion, Jacobs (2004) argue that no teacher can continue to be of high-quality if he or she does not continue to learn present data in his or her subject area and related disciplines. Teachers are required to be updated with the latest improvements in their learning area specialization and awareness about life in broad-spectrum, given that no learning area knowledge is shielded from the entire realism of which it is an element. Consequently, Jacobs (2004) stress the importance of the teacher having inclusive knowledge on the discipline within which the subject matter he or she is likely to teach. The teacher needs to have a comprehensible visualization of where the content being taught takes the learner, with reference to complex learning potentials in the discipline. This will assist the teacher to devise enhanced learning materials and tasks for highly gifted learners, and remedial materials for learners experiencing learning problems.

The provision of staff development by the learning area facilitator to educators and HODs, with knowledge and skills gained, will be applied in class by using appropriate assessment

practices and developing tasks of high quality. In addition, educators will be able to assess CASS and CTA correctly, and use the correct procedures for recording and reporting CASS and CTA, as stipulated in the NPRR and assessment guidelines.

The quality standards for staff development, according to the National Policy Framework for Teacher Development SACE, will have to assure the quality of continuing professional development activities through the endorsement of providers' activities that meets its criteria, by monitoring providers and programmes through feedback received from teacher who participated in the programmes, and by formal monitoring and evaluation methods, (DoE, 2007a).

Joyce and Showers (1988) contributed to the discussion by highlighting the following assumptions as recommendations for staff development. They argued that the organisations that appoint educators are liable to make certain that all employees usually learn teaching, school enhancement, and educational matters. Secondly, there is a hypothesis that student attainment can significantly be improved through human resource programmes. While the significant rationale for staff development is to help the employees, the quality standard will be to invest in the complete programmes to improve proficiency and understanding of their employees and so allow institutions to achieve its objectives. The goal of education is to allow learners to study information, skills concepts, and values that embrace the curriculum. The second one is to enhance the learners' skill for prospective learning (Joyce & Shower, 1988).

Thirdly, investigation into staff development has confirmed that practically educators can study the majority of influential and multifaceted teaching approaches on condition that staff development has been planned appropriately. Studies on curriculum implementation and staff development have established complexity in execution and low occurrence of utilisation of additional influential teaching strategies has been the result of frail pre-service and in-service programmes, not in the learning capability of educators (Joyce & Showers, 1988). Thus, the quality standard will be to create staff development programmes that deal with the needs of educators, and they should be continuously. Finally, expert comprehension consists of three common characteristics: the study of intellectual content, that which tightens the content which is to be learned by the learners; the study of curricular and teaching approaches, the procedure of systematize content and

assisting learners to learn it; and the procedures of school advancement. (Joyce & Shower, 1988).

Thus the assumptions clearly indicate the importance of staff development, if the training programmes organized by the GDE can bridge the gap that exist between pre-service and in-service teacher training, educators will automatically be able to use the assessment methodologies and practices, and so develop assessment tasks of high quality as prescribed by the NCS. Then, learner achievement can be improved as educators will have learned the content, which should be learned by learners, and will be able to utilise powerful and complex teaching and assessment strategies provided by staff development.

2.8.3 Processes

According to Greaney and Kelleghan (1996), processes are the methods employed by schools to exploit their resources articulated in terms of curricula and instructional activities. The process factors in this model are appropriate assessment methodologies and practice of assessment, accurate assessment of CASS and CTA task, correct recording of and reporting of CASS and CTA marks, and development of CASS tasks of high quality. A brief description of the concepts used as processes for the study will follow, to provide a broader understanding on how these concepts will be used in this study.

2.8.3.1 Assessment practices and strategies

Reddy (2004) describes assessment practices as dimensions basically structured in terms of the rationale to provide significance to the procedures and dimensions. Reddy (2004) differentiates the two main frames of reference as norm-reference assessment and criterion reference assessment. In norm-reference assessment learners' achievements are contrasted with those of other learners or with a pass mark or standard to establish how well the learners are doing. Norm referencing is related to summative assessment. While in criterion reference assessment there is a definite measure that learners are expected to accomplish in a certain grade. These are correlated to learners' proficiency in particular fields, ability obtained, and attitudes articulated and developed over a period of time. It is important that the criteria be spelled out at the commencement of the programme, and the assessment procedure made clear (Reddy, 2004).

According to Clarke (1996), assessment strategies are applied in this context for different methods, types or tools. Examples of assessment instruments or tools are portfolios, journals, performances checklists and tests. Reddy (2004) identifies the two assessment approaches, which are important with regard to planning and practice, namely summative and formative assessment. Summative assessment assesses attainment of learners at the final stage of teaching and learning. It is employed to ascertain whether learners have satisfied all the proficiency prerequisites. Assessors must take account of data about a learner's development, primarily from continuous assessment and formative assessment during the learning process.

On the other hand, formative assessment looks at learning development during teaching. It presents feedback to learners and educators with regard to success and failure. It influences instruction to present corrective procedures as instruction intended to advance learning (Reddy, 2004). With the staff development offered by the learning area facilitator, educators will be able to use the assessment policies properly by selecting appropriate assessment methods. During formative assessment educators will offer learners the necessary support so that learner performance can be improved**.** To enhance the quality of using and selecting appropriate assessment guidelines, the learning area facilitator would have provided workshops on how to implement the assessment guidelines. The departmental head might conduct class visits to ensure that educators have selected appropriate assessment methods as per work schedules, and that the lesson plans address the same assessment methods as per work schedule.

2.8.3.2 Development of high quality assessment tasks

The quality standards for processes are: learning activities in the classroom and assessment. Therefore, quality standards for CASS tasks can be achieved through the moderation of assessment tasks by the departmental head to validate the content, by ensuring that the educator has covered the relevant Learning Outcomes and Assessment Standards as per work schedule and lesson plans. The departmental head must also check the assessment tools for content validity and mark allocation per activity, whether the mark allocated is appropriate for the activity given. The HOD needs to ensure that learners are assessed fairly by the educator. The HOD must also monitor the implementation of the assessment plan, ensuring that learners are given a wide variety of tasks using different forms of assessment. In moderating tasks for content validity before

assessment can commence, that will enhance the validity of CASS tasks. The learning area facilitator might conduct moderation of CASS tasks on a quarterly basis as a form of verifying what the departmental head has approved as appropriate.

Luckett and Sutherland (2000) view quality promotion mechanisms as a process whereby moderation occurs within the framework of assessment process. These have a maximum potential for staff development, as educators become active participants in the course of moderation. The assessors and moderators have the advantage of sharing their viewpoints. Thus, the departmental head and the learning area facilitator must engage the educator whose work is moderated in the moderation process, so as to develop the educator on how to draw up assessment tasks of high quality. Ultimately, the knowledge and skills acquired by educators from their initial teacher training and staff development workshops will be evident when teachers are able to develop assessment tasks of high quality.

Again, after assessment has occurred the departmental head must moderate the CASS tasks and CTA tasks for reliability. The HOD must apply the system of double marking process at sample basis by selecting a certain percentage of scripts. That will enhance the reliability of CASS marks. The learning area facilitator might check the standard and the quality of marking during school visits to ensure that educators have not overrated or underrated learners' marks. That would be done through observation of the assessment tools, such as rubrics and memoranda. Educators need to be equipped with mark allocation skills and marking skills.

The district facilitator might monitor the implementation of CASS through continuous visits to the school, and by continuously inviting educators to attend cluster meetings. During school visits and cluster meetings the facilitator must ensure that educators work, i.e. the quality and standard of CASS tasks are evaluated and that immediate feedback is given to educators. That will enhance the continuous quality improvement in the development of CASS tasks. The facilitator must also ensure that follow-up visits are arranged with the concerned educators to monitor whether the feedback provided has been implemented effectively.

2.8.3.3 Correct recording and reporting

The DoE (2005) defines recording as a process in which the educator records achievement of learners. Le Grange and Reddy, (1998) view recording as the comprehensive documentation monitoring of the achievement of learners, established on the assessment organized by the educator, peer, or learner. The data documented must:

- Update educators and other stakeholders regarding the achievement of learners through the accomplishment of the Learning Outcomes;
- Be employed to give positive feedback concerning learner development;
- Be used to give feedback concerning the learners' achievements to parents and other stakeholders;
- Update the preparation of instruction and learning activities;
- Update corrective measures (DoE, 2005).

The language used in recording and reporting learners' achievements must be in relation to the language of learning and teaching (LOLT) as guided by the national language policy. Again, the DoE (2005) stipulates the data that must be on the record sheet as: learning area; grade or class; learner's names; dates of assessments; names and short explanation of the assessment activity; the outcome of assessment activity and commentary for support where and when needed. Reporting is the process of informing learners, parents, schools and other stakeholders, such as employers and tertiary institutions, about learner's progress (DoE, 2005). Learners' achievements can be reported through report cards, parents' meetings, school visitation days, parent-teacher conferences, telephone calls, letters, and class or school newsletters. The DoE (2005) briefly explained the subsequent reasons for reporting:

- Offer frequent, progressive feedback to learners.
- Notify parents and other stakeholders on the development of the individual learner.
- Provide data to schools and districts or regional offices on present status of learners' achievements.

Several principles of recording and reporting that have been outlined in the National Protocol for Assessment (2005) are as follows:

- Learning Outcomes (LO) should be employed to report the recording and reporting of learner achievement. The LO assessed in each task must be specified on the learning area or subject record document.
- The schedule and the report card must specify the degree of learner achievement in totality in a learning programme or learning area.
- Marks, codes and comment can be employed for recording and reporting purposes. All three or any two may be used.
- The documented part of data should reveal three to five forms of assessment.

The following codes and percentages should be used for reporting and recording learners' performance in Grade 7-12: (DoE, 2005).

Table 2.3 Codes and Percentages for Recording and Reporting Learners' Performance (DoE, 2005)

Rating codes	Description of competence	Percentages
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

The quality standards for correct recording and reporting will be achieved through moderation process. The departmental head would have applied the double marking system after assessment has occurred, to ensure that the marks allocated to learners are reliable and compare the marks allocated to learners with those appearing in the record sheet. Ensuring that the codes or description represent the mark obtained by the learner will enhance the quality of reporting, as parents will receive authentic reports.

Eventually, educators will also have acquired the skills and knowledge to use correct recording and reporting procedures and codes as stipulated in the NPA and National Protocol on Recording and Reporting (NPRR) during the staff development programmes. In turn, the development of high quality tasks, appropriate use of assessment methodologies, and practices of assessment will lead to the production of authentic and

valid CASS tasks at the output level. The correct recording and reporting of CASS and CTA marks and accurate assessment of CTA and CASS tasks will translate into the provision of reliable CASS and CTA marks at the level of the learner. Finally the performance of learners will also improve.

2.8.4 Output

Output refers to all the school undertakes to accomplish, consisting of the cognitive attainment of students and efficient characteristics, such as positive and negative feelings that students acquire pertaining to their behaviour of concern and principles (Greaney & Kelleghan, 1996). The output indicators for this study are authentic and valid CASS tasks, reliable CASS and CTA marks, improved learner performance.

2.8.4.1 Valid and authentic CASS tasks

The definition of CASS, validity and authentic assessment in this study has been provided in the beginning of this chapter. CASS is seen as the process of collecting valid and reliable data about a learner's achievement continuously against visibly definite criteria, employing a multiple methods, tools, techniques and contexts (DoE, 2002). Authenticity means that students essentially work out problems, react to information, and write compositions rather than marking boxes (Fitz-Gibbon, 1996). Kortze (2004) sees authentic assessment as geared to activities that are significant to the learner and signify their relevance to daily existence. It is assessment that is completed for genuine intention. The assessment task employs procedures suitable to the learning area and learners signify the result of the task. This study focused on content validity, with Moskal and Leydens (2000) viewing content-related validity as concerned with the degree to which the assessment devices sufficiently test the content area.

Educators would have developed the competencies in the development of CASS tasks, assessment practice and principles, the use of appropriate assessment tools and procedures through the training and support provided by the district facilitator. Educators are challenged to create assessment tools that will permit them to illustrate valid inferences about the degree to which learners have attained curriculum outcomes (Killen, 2003). They will be able to align outcomes with assessment so that valid inferences can be drawn about student learning. Educators will produce test items that are related to the curriculum

content to produce useful evidence of learners' learning. As learners will be taught and assessed by educators who are competent in the learning area, and who possess the necessary skills to teach the learning area, learners' achievement will eventually improve.

Thus during the final (provincial/district) external moderation, the moderation tool would evaluate the content validity of the assessment tasks contained in the educators portfolio, to establish whether the tasks meet the required standards as per moderation tool. The moderators would have been trained to acquire the skills and knowledge on how to do that, and the educators might be in a position to utilize and interpret the moderation tool.

2.8.4.2 Reliable CASS and CTA marks

Reliable means soundness and credibility, and reliability refers to the extent to which the test constantly assesses whatever it is assessing (Gay & Airasian, 2003). The more reliable the assessment is, the more assurance one can have that the mark attained from the test is fundamentally similar to the mark that would be achieved if the test were re-administered to the similar test takers (Gay & Airasian, 2003). Reliability is affected by inconsistency in the achievement of learners, which might be due to fatigue or pressure, or by difference in the scoring if the examiner is disrupted or does not utilise a memorandum (Gay & Airasian, 2003). There are different types of reliability, for the purpose of this study special emphasis being placed on inter-rater reliability or scorer reliability. Inter-judge reliability refers to the scoring reliability of two or more dependent scorers (Gay & Airasian, 2003).

A common task for assessment is described as the summative device, employed to assess whether the Grade 9 learners have achieved specific outcomes of the learning area (Umalusi, 2006). The quality standards for output factors are assessments and reports. Quality standards for output factors can be enhanced through external moderation. Before external moderation can occur the departmental head for EMS must moderate the final assessment results by ensuring that the CASS and CTA marks allocated to learners in the scripts tally with the marks on the mark sheet. The HOD must ensure that the calculation of CASS and CTA marks is 25% CTA and 75% CASS has been correctly done.

Wilmut (2005) suggested that the following approaches for moderation could enhance validity and reliability of assessment**:** providing educators training prospect before

moderation can start, and that moderation feedback should be given. The provision of reports on the moderation process to different schools will enhance the quality standards, as written feedback will be used by different schools for continuous improvement. The district office will also have gathered data on how to give support to educators. Whilst the learning area facilitator will be responsible for conducting external provincial moderation, the facilitator must be in the position to train the moderators on how to utilise and interpret the criteria's in the moderation tool so as the moderation process will be implemented correctly. There should be consensus among moderators on the interpretation of the moderation tool.

After the external moderation, process moderators might be given an opportunity to review the process of moderation, by completing a questionnaire, which indicates the strengths and weaknesses of the moderation procedures and recommendations for future improvements. Reliable CASS and CTA marks will be obtained as educators will have been trained to be competent in administering assessment instruments, and teachers will then give clear and consistent instructions. Educators will adhere to Assessment Standards and guidelines (SAQA, 2001). This will ensure that authentic, valid and reliable CASS marks are obtained and this will improve learner performance. The input indicators have direct influence on the output indicators.

2.8.4.3 Improved learner achievement

According to Darling, (1998) learner achievement is directly connected to the qualification of educators. For example, Darling Hammond (1999) indicated that in the United States students are likely to achieve slightly well in the fields in which US educators are not well equipped, whilst states, which constantly guide student attainment typically, have competent teachers and reputable investments in the excellence of teaching. In addition, Darling Hammond (1999) highlighted that states that have had an extensive record of professional educators policy and educators' professional standards boards, which have endorsed high standards for beginners' personnel in the teaching career, are at the peak of the attainment circulation. Literature indicates that for enhanced learner attainment, there must be investments in enhancing the excellence of teaching and schooling, rather than testing programmes only. The proportion of teachers with the qualifications and a major in the field is a most influential forecaster of learner attainment, (Darling Hammond, 1999).

Wayne and Young (2003) contributed to the discussion by highlighting that it is likely to emphasise that learners study more from educators with more mathematics coursework and degrees. Their view concluded that high school learner's well-read mathematics when their mathematics educators had additional degrees or course work in mathematics. The inference for this study might be that learner attainment will advance if educators are better qualified in EMS. Learner attainment studies reviewed by Wayne and Young (2003) do not disprove the likelihood of coalition between degree content and subject matter is significant. The reviewed literature indicated that augmented requirements, together with better rewards, would have payoffs in relation to learner attainment (Wayne & Young, 2003).

There is a positive relationship between, inputs-processes- outputs for this study. As the inputs: teacher qualification, the development of high quality learning programmes, and staff development positively influences the teaching and learning activities in the classroom, as highly qualified educators with adequate content knowledge of EMS will be teaching and developing tasks of the required standard as approved during the quality control phase. Thus, that will translate in improving the performance of learners. As educators will not only possess the relevant qualifications, but also the ability to impart knowledge and skills to learners. Educators will understand that the impact they make in the classrooms also affects the community at large. There will be quality assurance standards from the input-process-output factors, which guarantee that the results attained on the performance of learners will be authentic, valid and reliable. Thus the qualification of a learner in EMS will be credible and authentic.

2.9 CONCLUSION

The Open System Theory model and the quality assurance plan used in this study illustrate the importance of ensuring that there are quality standards from the input–processes-output level. So as to ensure that there is damage control at the beginning phase. It will be a futile exercise to moderate tasks without monitoring what actually takes place in the classroom, as well as validating the quality of learning programmes to ensure that learners are actually taught the correct content from the beginning of the year. The HOD is the one who will actually enhance the quality of teaching and learning by obtaining first-hand information through conducting class visits to learning area educators.

In the following chapter the discussion of the research design to be followed in the study will be explored. Thus the in the next chapter, Chapter 3, a detailed description of qualitative research design and methodologies will follow.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this study was to explore the appropriateness of continuous assessment and Common Task for Assessment for the General Education and Training Certificate with reference to Economic and Management Science. As Grade 9 is an exit phase, and within a few years of this study the Grade 9 will be awarded with the certificate, it was imperative to examine the appropriateness of quality assurance mechanisms used in CASS and CTA at Grade 9 level. The focus is on Economic and Management Science, as the credibility of awarding the national certificate at Grade 9 level is dependent on the two assessment models for the General Education and Training Band.

After introducing the research design, the rationale for the design is presented in Section 3.2. In Section 3.3 the methodology used in the study is explored, and Section 3.4 focuses on the data analysis methods. The procedure followed to conduct this study is discussed in Section 3.5, and in Section 3.6 the methods for judging the credibility of the qualitative research designs are explored. Finally, in Section 3.7, I consider the ethical issues in relation to this study and in Section 3.8 stipulate the limitations of the study.

3.2 RESEARCH DESIGN

An interactive qualitative research approach has been used in conducting this study. Interactive qualitative research is an inquiry whereby researchers gather information in person, by interacting with participants in their location (McMillan & Schumacher, 2001). Denzin and Lincoln (2005) view qualitative research as following an approach in which the qualitative researcher studies a phenomenon in its natural setting, attempting to make sense of or interpret it in terms of the meanings people bring to it. The researcher may use field notes, interviews, recordings and photographs. Similarly, McMillan and Schumacher (2001) view the qualitative researcher as the main data-gathering instrument, and one who

operates within the participants' natural settings. The researcher strives to view the phenomenon according to the way participants bring meaning to the world. Qualitative research has many characteristics, such as concern for context, natural setting, human instrument, descriptive data, emergent design and inductive analysis. Therefore, a brief discussion of these characteristics and their relation to this study will follow:

- Concern for context

The qualitative researcher works on the premise that most human actions are influenced by the environment, that experiences obtain their significance from, and are indivisible from social, historical, political and cultural influences. As the study will focus on Grade 9 educators, their experiences and the schools in which they are deployed in their initial teacher training will influence the assessment practices and quality assurance mechanisms in EMS (Ary, Jacobs & Razavieh, 2002; Bogdan & Biklen, 1992).

- Natural setting

Tuckman (1994) views a natural setting as the data source. The moderation of Grade 9 EMS assessments took place in two classrooms in one of the schools in the District. I conducted the observations when teachers were busy with the moderation process of Grade 9 portfolios. In the moderation centre and the school setting I personally communicated and interacted with teachers within a given time, through interviews, thereby allowing significant data to be collected and observations to be made of their action within their moderation centre (Creswell, 2007).

- Human instrument

The human researcher is the main tool for data-collection and analysis (Merriam, 2002; Tuckman, 1994). He or she communicates to people in their environment, observes their actions, and studies their documents and written reports, and documents data in the field notes and journals, disregarding instruments designed by other people (Creswell, 2007). I have personally studied and analysed the content of educators' and learners' portfolios, and developed the instruments that were used to collect data in this study. Semi-structured interviews, participant observation and document analysis were employed as a primary means of gathering information (Ary et al., 1994). Consequently, I developed knowledge

during observations and interviews; digested data, clarified and ran through material, and verified with the participants the exactness of explanations (Merriam, 2002).

- Descriptive data

The qualitative researcher deals with narrative data and pictures, rather than statistics, to communicate what he or she has learned about the event (Bogdan & Biklen, 1992; Merriam, 2002). The enquirer gathers information about the respondents' experiences and viewpoints, in an endeavour to arrive at a rich account of the people, substances, actions, environments and discussions (Ary et al., 2002). The data may be in the form of interview transcripts, field notes, photographs, videotapes, personal documents, memos and other official documents (Bogdan & Biklen, 1992). Hence, in this study I have collected data in the form of narratives, which were interview transcripts, as well as field notes and portfolios from the EMS educators engaged with the Grade 9 assessments at that time, and who have experience on the moderation process of Grade 9 portfolios.

- Emergent design

The research process for qualitative researchers is developmental (Creswell, 2007). Thus, the initial plan for qualitative research cannot be firmly prearranged, implying that all stages of the progression may be modified after the researchers go into the field and start to gather information. As a result, the inquiry may change, as may the forms of data-gathering, the persons studied and the location visited (Creswell, 2007). Qualitative research seldom or completely stipulates all features of the plan before commencement of a study; rather the design emerges as the study progresses (Ary et al., 2002). A result of non-rigidity of the initial plan for conducting qualitative research permitted me to adapt and modify it as the research progressed. Initially, I planned to visit the moderation centre twice: during the moderation of CASS, and during the moderation of CTA. Subsequently, only one visit was conducted as the Education department changed its plan. CTA was moderated at the District office, and only the selected schools had to submit their CTA for moderation.

- Inductive analysis

Data collection and analysis take place concurrently. From the beginning of an interview or observation I reflected on the significance of what was being sought, to corroborate or

disapprove those hunches in successive interviews and observations (Ary et al., 1994). I followed a process of inductive data analysis, progressing from data to proposition to theory. As I condensed and reformed the data through the process of coding and categorization I constructed a theory about the event under investigation (Merriam, 2002).

Thus, from these points, it is evident that qualitative studies are significant for theory generation, policy development, educational practice improvement, illumination of social issues, and action stimulus (McMillan & Schumacher, 2001).

3.2.1 Interpretive paradigm

An interpretive paradigm has been followed, as this epistemology assumes that knowledge is usually constructed by humans (Walsham, 1995). I began with the assumption that contact with reality is only possible through social construction, such as verbal communication, consciousness and shared meaning, (Niewenhuis, 2007). Interpretive studies commonly endeavour to value events through the meanings that people ascribe to them. In Table 3.1 (below) are tabulated the contrasting beliefs and assumption.

Table 3.1 Beliefs and assumptions (McCutcheon & Jung, 1999)

Beliefs and assumptions	Positivism	Interpretivism	Critical Science
The nature of reality	Particular Quantifiable Fragmentable	Numerous Constructed Holistic	Social, economic exists within problem of equity and hegemony
The relationship between the knower and the known	Detached	Interconnected, Exchange of ideas.	Interconnectedness entrenched in society
The nature of understanding	Events are enlightened in terms of factual reason simultaneous effects	Events are understood through active mental work, relations with external context, contact, between one's intellectual work and external background	Events are recognized in terms of social and economic impediment to true equity
The role of value in research	Value free	Value bounded	Connected to value of equity
The purpose of research	Realize the rules fundamental to reality	Realize events and significance people provide to phenomenon	Expose; recognize hindrances of justice, supports power to liberate oneself from false perception.

In the section to follow, the assumptions underlying the interpretive paradigm and its relation to this study are elaborated.

Interpretivism focuses on people's subjective experiences, and on how people reconstruct the social world by sharing meaning and how they interact or relate to each other (Jansen, 2003; McCutchean & Jung, 1999). Such an assumption relates to this study, as focus is on the experiences of EMS educators with regard to quality assurance mechanisms involved in CASS and CTA at school and District level. Through interviews, I intermingled with educators in order to share ideas and meanings with regard to their experiences.

Interpretivism presumes that if people are positioned in their social milieu, there is a better chance to comprehend the insight they have of their own actions (Henning, Van Rensberg & Smit, 2004; Jansen, 2003; Merriam, 2002). As educators had been observed in their social milieu, the place where moderation occurred, it gave me the opportunity to understand their opinions with regard to their involvement in the moderation process. I had to study and perceive what educators were experiencing in real life situations. The human intellect is seen as the purposive foundation of meaning (Goldsprink, 2000), so by discovering the depth, richness and complication of an event, I could develop a sense of understanding of the meaning conveyed by people during phenomena and their social milieu. Through recognition how meaning is shaped, I expanded my approach into the meanings conveyed, thereby improving my understanding of the whole (Niewenhuis, 2007).

Interviews as a data-collection method for this study were used successfully with educators in helping to discover their experiences, views, skills, knowledge and capabilities with regard to quality assurance mechanisms involved in CASS and CTA. Because of my involvement in the process, my knowledge and understanding was enhanced. Interpretivism proposes that there are multiple realities of phenomena, and that these realities differ across time and place (Goldsprink, 2000). As a result of the existence of multiple realities, I have engaged educators and departmental heads from different schools to obtain different perspectives on the quality assurance mechanisms involved in CASS and CTA.

Human life can only be understood from within. It cannot be observed from some external reality. Interpretivism therefore focuses on people's subjective experiences, on how they construct the social world by sharing meanings, and how they interact with or relate to each other (Merriam, 2002). Focusing on peoples' subjective experiences and observing them from within, I resumed a role of a participant-a-observer, by being engaged in their natural setting, to share their meanings and to interact with educators in their moderation centre.

Social life is specifically created by humans, so reality is not independently determined but is socially constructed (Jansen, 2003). Merriam (2002) asserts that if people are placed in their social context, there is a greater opportunity to understand the perceptions they have of their own activities. The uniqueness of a particular situation is important to understand and interpret the meanings constructed. By observing educators during the moderation process, and by studying the educators and learners' portfolios, I was able to better understand their perceptions and viewpoints.

One of the greatest strengths of the qualitative research approach is the richness and depth of examination of descriptions it yields. Qualitative research employs approaches of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies, or case studies. I have used a case study in conducting this study, and collected open-ended, developmental data with the main aim of building an argument from the data (Ary et al., 2002). In Section 3.2.2, a detailed examination of the case study, as the research design employed in the study, is explored.

3.2.2 Case Study

A number of definitions for case studies exist. Stuurman (1994) defines it as a broad term for the study of human beings, groups, or events. Merriam (2002) sees it as a rigorous narrative and investigation of an event or shared entity, such as individual group, organization or society. Qualitative researchers embrace that idea to comprehend a case, to clarify why things occur as they do, and to take a broad view or forecast from a particular example. This may entail a comprehensive inquiry into the interrelatedness of elements and of the patterns that surface (Ary et al., 2002; Stuurman, 1994). Therefore, case studies permit an in-depth examination of factors that explain present status and

influence change over time (Creswell, 2007). I attempted to explore the aspects that are significant in the development of the subject, i.e. moderation processes.

Additionally, Berg (2001) outlines the different types of case studies as exploratory, explanatory, and descriptive. McMillan and Schumacher (2001) describe an exploratory case study as one which studies an area in which there has been little previous research, and which leads to further investigation. For Yin (1993), an explanatory case study presents data bearing on cause and effect relationships, explaining which causes produce which effects. Berg (2001) sees a descriptive case study as one in which one presents a descriptive theory and establishes the overall framework to follow throughout the study. I have used an exploratory case study, as there has been little prior research conducted on quality assurance mechanisms used in CASS and CTA.

McMillan and Schumacher (2001) outline the significances and justifications of the use of a case study design as contribution to theory, practice, policy and social issues and actions. For the purpose of this study, contribution to theory, practice and policy will be elaborated on. Contribution to theory is based on exploratory studies which aim at providing a detailed description of a theory or creating a model with its connected parts or it proposes a plan about a subject where there has been little previous investigation, or where it is intended to guide and advance investigation.

I have conducted this study with the aim of filling the gap that existed in studies that were conducted by Brombarcher (2003), DoE, (2004) and Govender, (2005), as the literature review indicated that there was little research conducted on the subject of quality assurance of Grade 9 assessments. However, the studies that I reviewed concentrated on the technical aspects of portfolio moderation. Hence this study focused mainly on the validity of CASS tasks and reliability of CASS and CTA marks. Thus the study explored the content validity of CASS tasks by evaluating their quality and standard as developed by educators. In relation to reliability, the main focus was on inter-scorer reliability.

Case studies contribute to practice by giving a comprehensive narrative and examination of a certain practice, procedure or experience. In this case study, I have recorded the events of the moderation process as they unfold, and the respondents' own knowledge of practice to improve how things were done has been enhanced (McMillan & Schumacher,

2001). Case studies also contribute to policy when issues that suggest the need to modify statutes or regulations and help policy makers anticipate future issues are evident, (McMillan & Schumacher, 2001). This study aims at improving the quality assurance mechanisms involved in CASS and CTA, thus teacher assessment practices will be improved through this case study. The DoE will also benefit from this case study as the experiences of educators with regard to quality assurance will be explored, thereby enabling the education officials to guide their staff development initiatives.

3.2.3 The role of the researcher

An educator for thirteen years, I spent nine years as the departmental head for Economic and Management Science. I was also appointed as the cluster leader for the Learning Area in one of the Districts. I have been involved in the quality assurance mechanisms of CASS and CTA at school level as the departmental head and at District level as the cluster leader. I have been engaged in cluster moderation of CASS and CTA and am also engaged in the training of EMS Grade 9 educators on the implementation of the National Curriculum Statement. This means that I have developed a close relationship with the respondents as I am directly responsible for conducting cluster meetings, which they attend. The other participant is a cluster leader for EMS in another cluster and, in addition, we are also very close as we were involved in the NCS training of the Grade 9 teachers. Thus, I'm aware of biases that might have resulted from my previous engagement with the participants and I acknowledge that my involvement with the participants might have biases that shaped the way in which I perceived and viewed the investigation. However I have addressed biases in the following way: peer debriefing, member checks, and informing participants about the purpose of my study and their right to withdraw from the study if they feel like doing so.

3.3 RESEARCH METHODOLOGY

The following discussion focuses on research methodology used in the study. Section 3.3.1 provides a detailed explanation on how I selected the participants, and Section 3.3.3 examines the data collection methods. In the following discussion I give special attention to the purposeful sampling as a method used to select participants.

3.3.1 Selection of Participants

In this study a purposeful sampling method was used to select participants. McMillan and Schumacher (2001) and Wiersma, (1995) describe purposeful sampling as selecting information-rich cases for in-depth study, particularly when one wants to understand something about cases without needing to generalize to all such cases for the study. The District facilitator, the departmental heads and the educators who were currently teaching EMS at Grade 9 were selected to participate in the study. All the respondents were responsible for Grade 9 assessments they had rich and first-hand information with regard to the quality assurance mechanisms used in CASS and CTA, as they were directly involved with the cluster and provincial moderation of CASS and CTA. In this study, intensity sampling has also been used, which Patton (2002) sees as consisting of information-rich cases that manifest the phenomenon of interest deeply. Intensity sampling has been used to search for exceptional or rich examples of the phenomenon of interest, but not highly unusual cases.

Sowell (2001) asserts that with regard to the depth and the extent of information required in qualitative studies, purposeful samples are typically small. The logic of a sample size is related to the purpose of the study, the research problem and the major data collection technique (McMillan & Schumacher, 2001). Under the circumstances of no rigid laws pertaining to the number of respondents who can participate in the qualitative study, five participants were selected, based on the accessibility of schools located in the area where I work. The two educators who were teaching EMS at Grade 9 and two departmental heads for Economic and Management Science, and the Economic and Management Science learning area facilitator were asked to provide in-depth information on the quality assurance mechanisms used in CASS and CTA. The EMS facilitator is directly engaged with the external moderation of Grade 9 assessments at the end of the year, whilst the departmental heads are responsible for internal moderation of CTA and CASS. As the sampling method has been discussed in detail above, it is appropriate to explain how data was collected from the participants, hence my discussion in Section 3.3.2 which focuses on the data collection methods used in this study.

3.3.2 Data Collection Strategies

In order to collect data, I needed to access a variety of appropriate strategies. To answer the research question, I used interviews, document analysis, observations and a research diary to elicit the required information.

3.3.2.1 Interviews

Various definitions of interviews are available. Bogdan and Biklen, (1992) describe an interview as a purposeful dialogue, typically between two people but occasionally engaging more, in which one is responsible for directing the dialogue in order to get information from the other. Ary et al. (2002) view an interview as a two-way communication in which the interviewer asks the participants questions to collect information and find out about their ideas, beliefs, views, opinions and behaviour. Interviews may be structured, unstructured or semi-structured (Bogdan & Biklen, 1992). Semi-structured interviews were used in this study as they allowed me to collect comparable information across subjects. I used an interview guide (See appendix J) to outline questions and topics in advance (Sowell, 2001; Patton, 2002).

I received informed consent from the respondents to conduct the tape-recorded interviews with the five participants. The advantage of using a recording device was that it was much less disturbing than taking notes, and provided a verbatim record of responses (Ary et al., 2002). Interviews were used to verify data collected during the observation of the moderation centre and provided information that would not easily have been collected through observations alone. The advantage of conducting interviews was that a large volume of information was collected quickly, but most importantly I was able to immediately follow-up with probes and clarify the participants' responses (Ary et al., 2002). This is addressed in more detail in Section (3.6.5) where reflexivity is discussed.

3.3.2.2 Documents

Documents are also used by qualitative researchers to gain understanding of the phenomenon under investigation. These documents may be personal and autobiographic, such as diaries, and letters, official files, reports or minutes that have been prepared by

observers of an event or setting. They may also be documents of popular culture, such as books, films, and videos, (Ary et al., 2002). Huberman and Miles (1994) indicate that documents and records might give the researcher the required background of the circumstances and insight of day-to-day operations. In this study I used educators' and learners' portfolios as data-collection techniques in their own right, having shed light on the quality of the contents of the CASS tasks. I have evaluated the content of the portfolios to establish whether the CASS tasks contained the content-related validity. Furthermore the content analysis of portfolios would provide data on the reliability of CASS and CTA tasks whereby inter scorer reliability may be observed.

3.3.2.3 Research Diary

I was the instrument in this study as I made observations, took field notes, asked interview questions and interpreted responses. Self-awareness became my asset in both field work and analysis (Patton, 1995). I kept a research journal in which I continually recorded all the decisions taken during the emergent design, as well as the rationale behind them. In the journal I justified the modification of the research design and methodologies. In the field journal I recorded all the dates of the interview and observations, and any problems that I encountered during the data-collection process. The journal assisted me in planning all the activities, setting the deadlines for activities and recording my thoughts, ideas and feelings (Patton, 1995).

3.3.2.4 Observations

Ary et al. (2002) assert that qualitative observation usually takes place over an extended period time and precedes any prior hypothesis. Four types of observations are identified as complete, namely observer, observer-as-participant, participant-as-observer and complete participant (Punch, 2001). I resumed the role of participant-as-observer in this study, also to some extent as 'complete participant' (Huberman & Miles, 1994). I thus became a participant in the situation being observed, and could intervene in the dynamics of the circumstances and even try to modify them (Huberman & Miles, 1999; Punch, 1999). As the cluster leader for EMS I am responsible for assisting the facilitator with the moderation process of CASS and CTA. Therefore, I was directly engaged in the moderation process and intervened when required to do so.

I used the observation sheet to record the notes during observations but later expanded my account of the observations as field notes (Ary et al., 2002). Field notes contained what I have seen and heard, and consist of two components: a descriptive part, which includes a complete description of the setting, the people and their reaction and interpersonal relationships, and accounts of events (who, when, and what was done). The reflective part: includes the observers' comments (OC) and thoughts, so as to distinguish them from the descriptive information. The field notes presented data that I later analyzed to provide an understanding of the research setting (the moderation centre), and the behaviour of educators within the setting, (Ary et al., 2002).

3.4 DATA ANALYSIS AND REPORTING

Ary et al. (2002) define data analysis as the process whereby the researcher analytically looks for and organizes information in order to enhance their understanding of it, and to make it possible for them to present what they have learned. It is a process of making consecutive estimation towards the aim of unfolding and elucidating the phenomenon under inquiry.

3.4.1 Analyzing data

Analysis involves reducing and organizing the data, synthesizing searching for significant patterns, and discovering the important parts (Ary et al., 2002). Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials (portfolio analysis) on which one can base one's findings (Bogdan & Biklen, 1992). There were three steps involved in data analysis, namely organisation, summary and interpretation. These constitute the analysis of content.

3.4.2.1 Content Analysis

Cohen, Morrison and Manion (2000) view content analysis as concerning evaluation and assertion, whilst for Best and Kahn (2003) it is concerned with the illumination of the point of some event at a particular time, and its progress over time. Patton (2002) views content analysis as searching text for recurring words or themes. It involves analysing text

(interview transcripts, diaries or documents) rather than field notes. In this study content analysis was used to analyse the documents, i.e. portfolios, diary and interview transcripts. The four point scale rubric (see appendix K) was used to collect qualitative data from the portfolios. Qualitative data collected from portfolios, diary and interviews was reduced to identify consistencies and meanings, then patterns and themes (Patton, 2002).

Documents used in descriptive research must be subjected to criticism, with not only the authenticity of the document important, also the validity of its contents (Best & Kahn, 2003). Thus, content analysis has been used in this study to evaluate the validity of the contents of the educators' and learners' portfolios using a four point scale rubric, the interview transcripts and the diary, as well as the reliability of the marks allocated to learners. Borg and Gall (1989) assert that content analysis aims at generating explanatory data and cross-validating research results. It is a valuable instrument to verify research results found in studies using other methods, such as the interview. Best and Kahn (2003) outline the purpose of document analysis as follows:

- To describe the prevailing practices and conditions;
- To discover the relative importance of, or interest in certain topics or problems;
- To discover the level of difficulty of presentation in textbooks or in other publications;
- To evaluate bias, prejudice, or propaganda in textbook presentation;
- To analyze the type of errors in student work (Best & Kahn, 2003).

The purpose of using content analysis in this study was to describe the prevailing practices and conditions, and to discover the relative importance of, or interest in, certain topics or problems. In evaluating educators' and learners' portfolios, the focus was on teacher practices, and whether assessment tasks were developed in line with the education department's policies and assessment guidelines. I used content analysis to validate the data collected through interviews from the educators. In the following sections I outline the steps followed in analysing data

3.4.2.2 Organizing the data

The field notes, interview transcripts, audiotapes and observer comments were put into a readable form ready for analysis. I transcribed the interviews, safely retaining the backup copies of original data and photocopying all data pages. I reduced the data through the process of coding and sorted it into categories by looking for units of meanings, words, phrases, sentences, subjects, and ways of thinking, behaviour patterns and events that appeared regularly (Ary et al. 2002). I then identified each unit of meaning category, by choosing a word or phrase that described the essence of the category. These words became the codes for categories, after which I used the coding system to facilitate further reviews of data (Ary et al., 2002). I examined all entries with the same code, and merged categories into patterns by finding links and connections among them. This process further integrated data and allowed me to make statements about relationships and themes in the data (Huberman & Miles, 1994).

During data analysis I organized the text, along with coding, memos, and findings into a project. I coded, annotated, and compared segments of information (Creswell, 2007; Huberman & Miles, 1994). Later my peer reviewed my coded data, and compared how we have coded it (Creswell, 2007).

3.4.2.3 Data interpretation

I went beyond the descriptive data to extract meaning and insights, thereby allowing me to narrate important information. I reflected on the language and deeds of the participants and generated important understanding from them. I used the inductive method to make generalizations based on the connections and common aspects among the categories and patterns (Ary et al., 2002). I also evaluated the credibility of some of the theory that evolved during the analysis and tested the theory by going through the data repeatedly, looking for supporting information and unexpected cases. I verified that what was familiar was supported by the data, as well as questioning and eliminating misconceptions, and revealing new insights (Huberman & Miles, 1994).

3.5 RESEARCH PROCEDURES

Application letters to request permission to undertake research were sent to the Gauteng Department of Education (GDE) and permission was granted. Thereafter the provincial department granted me permission to undertake this study, I also sent the letter requesting permission from the District office to conduct research in the two schools within the District, and permission was granted. The principals of the two schools granted me the permission to conduct research in their respective schools. I then sent consent letters to the educators, parents of learners whose portfolios were selected for analysis, departmental heads, and the learning area facilitator to participate in the study. All consent forms were brought back with signatures of participants agreeing to take part in the study.

The University of Pretoria Ethical Committee granted me the ethical clearance certificate (see appendix A1) to proceed with data collection after I had submitted all the relevant documentation, permission letters from the education department and schools, and consent forms from all the participants, and parents of learners whose portfolios were analyzed. I prepared a semi-structured interview schedule (see appendix J) and administered tape-recorded interviews to the five participants, i.e. two EMS educators, two departmental heads and the learning area facilitator. An observation sheet (see appendix I) was prepared to observe EMS educators during the moderation of CASS. Four portfolios were collected, one from an educator and one from a learner' from each school. To ensure that the instruments (interview schedule, observation sheet and the rubric) were valid and reliable, they were forwarded to my supervisor for expert review, later adapted and revised.

Interviews lasted between thirty-minutes to one-hour, and were conducted in places convenient to the participants. I kept all data collected safely in a computer, and filed the backups and original copies. I returned the transcripts and field notes to respondents for member checks and analysed the data and later I took the data back to the participants to comment on the misinterpretation and inaccuracies made. I triangulated the data collected from all the different data sources, and I conducted peer debriefing by taking the interpretations and the raw data to the research assistant from the University of Pretoria for comments and critiques.

3.6 METHODOLOGICAL NORMS

The traditional roles for judging qualitative research are internal validity, external validity, reliability and objectivity (Trochim, 2001). Conversely, researchers came up with alternative criteria for judging qualitative research, namely credibility as equivalent to internal validity; transferability as equivalent to external validity; dependability as equivalent to reliability; and finally confirmability as equivalent to objectivity (Guba & Lincoln, 1989). In the following section, I pay attention to the alternative forms of judging qualitative research.

3.6.1 Credibility

Credibility entails how well the researcher has ascertained assurance in the result based on the research design, respondents and the environment (Trochim, 2001). The researcher has the responsibility to characterize the authenticity of the research respondents as precisely as possible and most give assurances in the report that this responsibility was met (Ary et al., 2002). Methods for ensuring this are categorized into five types of evidence: structural corroboration, consensus, referential, or interpretive adequacy, theoretical adequacy and control of biases. In the following discussion the researcher elaborates on four types of evidence, which were used in the study.

- Evidence Based on Structural Corroboration

Structural corroboration is defined as a means through which various types of data are related to each other to correspond or disagree with the interpretations and evaluation of a state of affairs (Ary et al., 2002). Structural corroboration uses different sources of data triangulation and different methods triangulation. When those different measures of different data sources are in agreement there is confirmation. For example, when interviews, related documents and recollections of other participants produce the same description of an event, or when participants respond in the same way to a question asked on three different occasions, one has evidence of corroboration (Creswell, 2007; Huberman & Miles, 1994).

In this study, structural based corroboration has been achieved through the use of a variety of data collection methods, namely observations, interviews and document analysis. I

have compared the data from these to produce evidence of corroboration. Moreover, I collected data from different educators and departmental heads, which enabled me to triangulate data collected from educators to that of the departmental heads and the learning area facilitator.

- Evidence Based on Consensus

Evidence based on consensus is described in Ary et al. (2002) as an agreement among competent others that the descriptions, interpretations and thematic are right. Two methods are used to demonstrate this validity: peer review and investigation triangulation. In peer review, also called peer debriefing, colleagues or peers are provided with raw data along with the researcher's analysis or explanations. Argument then determines whether the reviewer(s) consider(s) the interpretations to be reasonable, given the facts (Creswell, 2007; Huberman & Miles, 1994). Investigator triangulation involves having multiple researchers collect data independently and compare it (Ary et al., 2002). In this case, peer debriefing was used. I forwarded the raw data with interpretations to colleague in the Centre for Evaluation and Assessment to determine if the interpretations were reasonable.

- Evidence based on Referential or Interpretive Adequacy

Referential or interpretive evidence of validity refers to precisely illustrating the significance or meaning attached by respondents to what is being investigated and the extent to which the respondents' viewpoints, thoughts feelings, intentions and experiences are precisely recognized and revealed (Ary et al., 2002). Referential or interpretive evidence can be enhanced through member checks or low inference descriptors.

Member checks refer to respondents' feedback, whereby the researcher might ask the respondents to review or critique field notes or tape-recordings for correctness and significance (Creswell, 2007; Huberman & Miles, 1994; Seale, Gobo, Gubrium& Silverman, 2004). Alternatively, the researcher may share his or her interpretations of data with the respondents to help clear up misinterpretations, identify factual errors and help to obtain additional useful data. Low inference description refers to the use of verbatim or direct quotations which help the reader experience the participants' world. For instance, I

used member checks by requesting educators, departmental heads and the learning area facilitator to clarify some misconceptions during the interview, and later provided copies of the interpretations of the data to them for clarification of misconceptions and identification of inaccuracies. The learning area facilitator had an opportunity to review and critique the field notes. In addition, I used direct quotations from the interviews to enable readers to share the participants' view of the world.

- Theoretical based on Theoretical Adequacy

Theoretical adequacy concerns the degree to which a theoretical justification, developed from the study, fits the data and is plausible (Ary et al., 2002). The authors further outlined three strategies for enhancing theoretical adequacy as extended field work, theory triangulation, and pattern matching, but the study only focused on theoretical triangulation. Thus, theory triangulation involved consideration of how the phenomenon under study might be explained by multiple theories, and by considering different theories the researcher gained better insights (Ary et al., 2002). I used different theories to justify my findings and thus, through the literature reviewed, I gained more understanding and knowledge on the application of theory in the findings of the research.

3.6.2 Transferability

Transferability is the degree to which the findings of the qualitative study can be appropriate or generalized to other contexts or groups (Ary et al., 2002). Qualitative enquirers argue that it is possible to apply qualitative findings to other people, settings and times to the extent that they are similar to those in the original study (Berg, 2001). Transferability of a set of findings to another context depends on the likeness of fit between the background or context of the study and other backgrounds.

The transfer is made by the possible user of findings, who must compare and decide on the similarity of the two contexts. Although qualitative researchers do not specify transferability, I have endeavoured to provide sufficient, rich and detailed, broad descriptions of the context under which this study was derived, so that potential users can make the necessary comparisons and judgments about similarity and hence transferability. The qualifications and skills of educators, the type of schools used in the study and their

training and support received from the District office have been described (Huberman & Miles, 1994).

3.6.3 Dependability

Qualitative studies expect variability because contexts of studies change. Ary et al. (2002) view dependability as the extent to which consistency of variations can be traced or explained. Strategies that are used to examine dependability are: audit trail, stepwise replication, code-recoding, inter-marker comparison and triangulation. A brief description of the strategies that are used to examine dependability is provided by Ary et al. (2002) as follows:

- Audit trail distinctive

The external auditor examines both the process and the product of the account, assessing the accuracy of the findings. This auditor should have no connection with the study. In assessing the product, the auditor examines whether or not the findings, interpretations, and conclusions are supported by the data. The external evaluator or examiner was appointed by the University of Pretoria to examine the final product of the research by attesting that indeed the findings, interpretations and conclusions of this study were supported by the data.

- Code-recode strategy

I coded the data and left the analysis for some time, then returned to recode the data and compare the two sets of coded materials in order to enhance the dependability of the results (Ary et al., 2002).

3.6.4 Confirmability

Ary et al. (2002) describe neutrality as the extent to which the research is free of bias in the procedures and the analysis of the results. Qualitative researchers are concerned with whether the data they collect and the conclusion they draw would be authenticated by others examining the same situation. In qualitative studies, the focus shifts from objectivity of the researcher to the confirmability of the data and elucidation. An audit trail is the main strategy for demonstrating confirmability, which peer reviews, triangulation and reflexivity enhance (Ary et al., 2002). Thus, I used audit trails, peer debriefing, triangulation of data sources and methods to enhance confirmability or objectivity of the results.

3.6.5 Reflexivity

Guba and Lincoln (2005) see reflexivity as the process of reflecting critically on the self as the researcher, the person who collects data. McMillan and Schumacher (2001) view reflexivity as the rigorous self-scrutiny by the researcher throughout the entire research process. Reflexivity forces the researchers to come to terms not only by choice of the research problem, and with those who they engage in the research process, but with themselves and with the multiple identities that represent the fluid self in the research setting. Reflexivity demands they question themselves regarding the way in which research efforts are shaped and staged around contradictions, binaries, and paradoxes that forms their own lives (Guba & Lincoln, 2005).

McMillan and Schumacher (2001) view reflexivity as an important procedure for establishing validity, especially by critical researchers wary that empirical work will be viewed as an ideological discourse or fearful of duplication of social, racial, ethnic, and gender biases in their studies. McMillan and Schumacher (2001) assert that qualitative researchers deny subjectivity and take it into account through methodological strategies. I have ensured the validity and credibility of the results by employing multiple data sources. The interviews were used to verify the data collected through observations, whilst the content analyses of portfolios were used to verify the data collected through interviews. Thus, I have purposefully selected the departmental heads for EMS and educators who were teaching EMS at Grade 9 in the same school to triangulate the data. The data collected from the departmental heads were triangulated with the data collected from the Grade 9 educators as the interview contained some similar questions.

Patton (2002) argued that the researchers' training, preparation, fieldwork procedures and analytical process are critical in self reflexivity. My strength is that as a master's degree student at the University of Pretoria I have completed a master's degree course work programme in quality assurance and assessment. During my study I have been exposed to practical evaluation of programmes and have completed a course programme in qualitative and quantitative research methodologies and been engaged in developing research projects. These gave me the opportunity to explore the use of qualitative research designs and methods and I gained knowledge, skills and experience of the qualitative research designs and methods. The course programme exposed me to various quality assurance practices and models, evaluation models and how to design research tools. As much as I have clarified the manner in which I have ensured the credibility, transferability, conformability, and dependability of this study, I now clarify how I went about considering ethical issues in section 3.7.

3.7 ETHICAL CONSIDERATIONS

- Informed concern

Christian (2005) delineates two circumstances that I followed when obtaining informed consent from the participants. Firstly, I informed all the participants that they would take part in this study at their own free will (See appendix H). Secondly, I provided all participants with consent forms (See appendix H) in which information with regard to the purpose of this study, and what they would be expected to do was clearly spelled out (Biklen & Bogdan, 2003; Christian, 2005). Again, I ensured that the language used in the forms was understood by the participants (Silverman, 2000). Thereafter all participants gave me their informed consent to partake in the study, by signing the forms. Parents of Grade 9 learners gave me informed consent to use their children's portfolios (Christian, 2005; Silverman, 2000)

- Deception

Christian (2005) highlights that social science codes of ethics are consistently against deception. I have not deceived participants to participate in this study, and they did so

voluntarily. They were not engaged in any event other than what I specified in the consent form, and interviews were conducted as stipulated in the forms.

- Privacy and Confidentiality

Codes of ethics maintain the protection and safeguarding of people's identity and those of the research setting (Christian, 2005). Privacy must be assured as the primary protection against disclosure. All personal information must be protected and made public behind a guard of secrecy (Borg & Gall, 1989; Christian, 2005). I guaranteed the protection and confidentiality of the participants' identity by using pseudonyms in the study. The names and settings of the schools and the name of the District were not disclosed in the study.

- Accuracy

Christian (2005) stresses that correct information is a principle of social science codes of ethics. Researchers are cautioned against using fictitious, falsified materials and erroneous data, as these are not logically or ethically suitable. Information must be internally and externally valid and ethical. To enhance accuracy of the information I provided my supervisor with access to all my raw data, recorded interviews, interview transcripts and data interpretation to assist in verification of their accuracy. I also did member checks whereby participants were given the interpretation of data to verify that the information was what they actually meant. The audit trail was conducted by an external evaluator who verified the accuracy of the data.

3.8 LIMITATIONS OF THE STUDY

I used only five participants in my study, as I did not aim at generalizing the results, but rather my intent was to provide extension of the findings, which will enable others to understand similar situations and apply the findings of this study in their contexts (McMillan & Schumacher, 2001). Secondly, I selected the role of the participant as an observer during the observations, whereby I assumed a dual role as the researcher and as a cluster leader in the moderation centre. The limitation of using this method is that it was very difficult to carry out both roles simultaneously (McMillan & Schumacher, 2001).

The time I have spent making my observations was limited, with moderation sessions lasting for two hours only. There might have been biases in the data I collected. I had initially planned to visit the moderation centre twice, but I only conducted one visit as the CTAs were moderated at District level by the facilitator not the educators. There might have been acts of bias and subjectivity with regard to my relationship with the participants, by their not being open with me as I was their cluster leader. As I have used semi-structured interviews, the disadvantage was that salient topics might have been inadvertently omitted (Best & Kahn, 2003).

3.9 CONCLUSION

In the above discussion, I outlined qualitative research as an approach and a case study design as appropriate methods for conducting this study. Furthermore, I elaborated on how the interpretive paradigm relates to this study. The purposeful sampling method was used to select participants. Thus, the discussion revealed how interviews, document analysis and observations were used to collect data from the participants. Furthermore, I have also given a reflection of my role as novice researcher, and the ethics that were considered when this study was conducted. I also acknowledged and discussed the limitation of this study in detail. In the following chapter I provide a detailed description of the results of the study and the analysis of data thereof.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The aim of this chapter is to give a detailed analysis and interpretation of data. As explained in the research design in Chapter 3, the study followed a qualitative approach, with data gathered in the form of observations, interviews, and content analysis of educators and learners' portfolios. The analysis used rich description with the purpose of establishing the appropriateness of quality assurance mechanisms used in CASS and CTA at Grade 9 level; guided by the following research questions: What quality assurance mechanisms are used in CASS and CTA at Grade 9 level? How valid are CASS tasks T Grade 9 level with reference to EMS? How valid are the CASS and CTA marks at Grade 9 level with reference to EMS?

The discussion will unfold as follows: Section 4.2 focuses on teacher characteristics; in Section 4.3 the different forms of moderation are explored; Section 4.4 is an examination of the types of feedback given to educators with regard to moderation; Section 4.5 deals with the experience of teachers in the implementation of CASS; Section 4.6 reveals the experience of teachers in the implementation of CTA; and in Section 4.7 the staff development initiatives are examined.

4.2 PARTICIPANT CHARACTERISTICS

There are a number of significant participant characteristics relevant to the appropriateness of quality assurance mechanisms in CASS and CTA.

4.2.1 Participant qualifications and experience

I purposefully selected five participants for this study, namely the EMS facilitator, two EMS Heads of Departments (HODs) and two EMS educators who were teaching

Grade 9. The clarification of the qualification and teaching experience of the EMS educators was vital as input factors in the conceptual framework of this study (refer to Chapter 2, Figure 2.9.1).

The National Policy Framework for Teacher Education and Development stipulates that all new recruits have to complete a four year BEd degree, worth 480 credits at NQF level 7, including a practical component of 120 credits (DoE, 2007). This qualification carries REQV 14, which leads to registration with the South African Council of Educators for a teaching licence. Alternatively, educators may hold a first degree (BA/ Bsc/ Bcom/ B Tech) worth 360 credits, followed by 120 credits in an Advanced Diploma in Education (DoE, 2007).

Internationally, a highly qualified educator is one who holds a bachelor's degree and full state teaching licence, and who is competent in each of the academic subjects they teach (Glatthorn, Jones & Bullock, 2006; Ingersoll, 2005). The EMS facilitator had a Secondary Education Diploma, having majored in Economics and Business Economics, and another Diploma in Human Resource Management. These translate into an REQV 14, and so also not having majored in EMS in his further diploma, this facilitator did not meet the requirements of a highly qualified educator. The departmental head from school 'A' met the requirements of the DoE for new recruits, as she had a bachelor's degree in education (BA Ed), and a further diploma in education (FDE). These translate into REQV 15, and her subject specialisations were Accounting, Economics and Business economics. In addition, the HOD from School 'A' met the requirements of a highly qualified educator when compared to international requirements, as she had majored in EMS subjects. Thus, a highly qualified educator is someone who possesses essential skills and is able to demonstrate a high level of planning, teaching and learning strategies, assessment and feedback, and whose subject skills are demonstrated through effective teaching (Glatthorn et al., 2006).

The HOD from School 'B' had a three-year Secondary Teacher's Diploma and an Honours degree in African Languages, which translates into REQV 15. However, she did not meet the requirements of a highly qualified educator as she had not majored in EMS. Ingersoll (2005) explains that although many educators hold bachelor's

degrees, they are assigned to subjects that fall outside the definition of a qualified educator.

The two EMS educators each had a three-year Secondary Teacher's Diploma (STD), which translates into REQV 13 in the South African Education framework. The two EMS educators have majored in Accounting and Business economics in their Secondary Teacher's Diplomas. According to the National Policy Framework for Teacher Education and Development, the norm for a qualified teacher is REQV 13 for the foreseeable future (DoE, 2007). Glatthorn, Jones and Bullock (2006) and Ingersoll, (2005) regard highly qualified educators as those who hold a bachelor's degree and full state teaching licence, and who are competent in each of the academic subjects they teach. This means that neither of the two respondents met the requirements of the international standards for teacher qualifications, nor the requirements for the new norms of the educator qualification, according to the South African National Policy Framework for Teacher Education and Development.

In addition to educator qualifications, educator experience in EMS at Grade 9 level is a vital factor in this study. As Hollaway (1995) stresses, individuals who already know about the subject area are better able to understand and remember new information. The four respondents, namely the two departmental heads, the EMS facilitator and the educator from School 'B', had more than 10 years' teaching experience at Grade 9 level, with the educator from School 'A' having two years. Content knowledge is important as it makes knowledge of the subject accessible to students, whilst pedagogical knowledge is the ability to make the subject understandable to students (Glatthorn et al., 2006). Jacobs (2005) advise educators on the importance of having comprehensive knowledge of the subject matter they are expected to teach, and argue that no educator can be effective if he or she does not keep abreast of developments in his or her subject area.

4.2.2 Competency of Educators

The competency of educators was investigated in the following areas: moderation; developing learning programmes in EMS, developing assessment tasks, developing assessment plans, and developing assessment rubrics.

4.2.2.1 Competency of educators in conducting moderation

This research has shown that educators may be placed in three categories, namely: excellent, good and in need of assistance. The facilitator who highlighted these categories explains that excellent educators are *self-motivated and hard working, and their teaching in EMS or other learning areas outstanding. They have had many years of teaching and, in addition, are the teachers who read and mediate the policies and then question and query in the learning area meetings, which they always attend* (Interviewee, personal communication, May 2008). This ensures that a deep understanding of what is needed in conducting moderation is developed. The facilitator pointed out that as *they [the teachers] implement, one will know that they are on the right path and their work is excellent* (Interviewee 1, personal communication, May, 2008). As a result of their commitment and dedication to their work, *mostly these are teachers that we call cluster leaders* (Interviewee 1, personal communication, May, 2008).

The EMS facilitator organised moderation workshops to ensure that all cluster leaders were well-equipped to conduct moderation. The HOD from School 'A', who was a cluster leader, explained that she was guided by policies on how to conduct moderation, particularly *policy documents from the national department* (Interviewee 2, personal communication, May, 2008), and as noted above attended all workshops and cluster meetings. The EMS facilitator is thus confident about the competency of the cluster leaders in conducting moderation.

The second category of competency in moderation consists of good educators, who even though they have not taught in this learning area for long, and as such do not have many years of experience, are competently conducting moderation. These are *self-motivated teachers, are willing to work, are willing to understand and also attend meetings* (Interviewee 1, personal communication, May 2008). Most importantly, they tend to have the *background of commerce as the learning area*, which is an advantage when teaching EMS (Interviewee 1, personal communication, May, 2008). Even though the educator from School 'A' had only two years teaching experience at Grade 9 level, the data showed that she had no problem in conducting moderation. She felt

that *the moderation process had gone well because they told us everything we should do when we are doing CASS and how to plan assessment* (Interviewee 3, personal communication, May 2008).

The last category of educators, as categorised by the EMS facilitator, are those teachers who are new in the learning area. In many cases, through lack of human resources, the learning area is allocated to that teacher and it seems as if this actually occurred *against their will, because it is not the learning area of their expertise*. In cases like this, there is a *challenge in as far as competency is concerned* (Interviewee 1, personal communication, May, 2008). It seems as if there has been no understanding of policy or the implementation of a good work-schedule, nor effective teaching and learning, the development of portfolios or the planning of assessment, and as a result problems were likely to arise. One of the respondents explained that it was a challenge to moderate portfolios of the newcomers in the learning area, particularly as they did not have expertise in it. She said: *we were joined by District (X) again for the first time. I think those educators were not aware of what was happening in moderation. So we could not moderate them because their work was not on the same standard as ours. So there was no moderation as we could hardly understand what they were doing. They did something different from us* (Interviewee 4, personal communication, June, 2008).

There is a concern about the lack of competent educators in the EMS learning area. It seems that the supporting of teachers who are new in the learning area is important, but in addition, although they may have been coerced into teaching EMS they must be supported through the dissemination of information and inclusion in workshops and cluster meetings, and even be assigned a mentor in the form of an experienced educator.

4.2.2.2 The competency of educators in developing learning programmes

This research has found that during the quality control of learning programmes, a clear analysis was not drawn on the competency of educators to develop learning programmes. However, the learning programmes were classified into three categories, namely those that are excellent, those that may continue and those that needed help

immediately. The facilitator who classified the categories of learning programmes explained that *excellent learning programmes were those targeted to be used in cluster meetings to educate others.* The learning programmes *developed by cluster leaders are included in this category as cluster leaders received training from the Provincial Department of Education as facilitators were trained on how to develop learning programmes* (Interviewee 1, personal communication, May, 2008). The data collected through portfolio analysis revealed that respondents from School 'A' seemed to be knowledgeable and skilled in the area of the development of learning programmes. As both respondents had received training from the provincial department, they were engaged in the cascading of the National Curriculum Statement to the EMS educators.

However, the study revealed that respondents from School 'B' seemed to be incompetent with regard to the development of learning programmes in EMS, as the learning programme that was used in School 'B' had been developed by cluster leaders. In relation to the competency level, one respondent said that *the learning programme that we are using is good, clear and gives us direction on where to start. But it was developed by a cluster on my own I don't think I would have develop it* (Interviewee 4, personal communication, June 2008). It is very important for teachers to develop their own learning programmes to suit their context. As one of the aims of the orientation programme was to equip educators with the skills to develop their own learning programmes. Educators spent more time on practically planning learning programmes, work schedules and lesson plans so as to prepare them in the way they would be implemented at school (DoE, 2006). The orientation programme focused on ensuring that the planning process was appropriate to the classroom practice (DoE, 2006)., and the facilitator concluded by highlighting that 60%-70% of the learning programmes were of acceptable standard and ready for classroom use. It is vital that the remaining 30%-40% of educators need to be taken on board through workshops on how to develop and to utilise the learning programmes.

4.2.2.3 The competency of educators in development of assessment tasks

Educators seemed to be experiencing difficulties in the development of assessment tasks. This was evident through portfolio analysis where School 'B' used class-works

as formal tasks in EMS whilst the National Curriculum Statement Assessment Guidelines categorise class-works in EMS as informal daily assessment (DoE, 2007). It seemed as though educators were neither guided nor trained appropriately with regard to the development of assessment tasks, as tests were the main form of assessment and in some instances tasks that were labelled projects and assignments did not differ from those of the test.

Educators tend to have a theoretical knowledge of what a task entails, however, the practical application of that knowledge seems to be challenging as respondents indicated that a task consists of *three or more forms of assessment* (Interviewee 4, personal communication, June, 2008), as stipulated in the NCS Assessment Guidelines. When developing a task in EMS, three or more forms of assessments will be used with a number of activities supporting each form (DoE, 2007). However, one respondent said that *I'm trying my level best although I find it difficult, I can just say average, because there are some of assessments that I'm not familiar with* (Interviewee 4, personal communication, June, 2008). Another respondent appeared to be trapped in using the old traditional method of assessment, and in response to what a task entails she said *a task is a form of a test* (Interviewee 5, personal communication, June 2008).

In addition, the EMS facilitator highlighted that the question of educators' competency in the development of assessment tasks *raised a lot of challenges as educators cannot link the tasks with what is in their learning programmes* (Interviewee 1, personal communication, May, 2008). One of the respondents seemed to be unaware of her incompetence in the development of assessment tasks as she rated herself as excellent as one of the respondent indicated that she rate her self 8 out of 10 (Interviewee 5, personal communication, June 2008). There is serious concern that if educators do not implement their learning programmes appropriately, training in the development of assessment tasks and the implementation of their plans is vital. The inability of educators to develop appropriate assessment instruments has been highlighted by Killen (2003), who states that it contributes to the failure of drawing valid inferences about the extent to which learners have achieved curriculum outcomes.

4.2.2.4 Competency in the development of rubrics

The study showed that educators had an understanding of what the concept rubric entails as the respondent illustrated that *a rubric depends on the type of assessment you have given to learners, then you develop a rubric you can make certain criteria and also levels that a learner has to achieve* (Interviewee 3, personal communication, May 2008). The second respondent illustrated that when you draw a rubric *the policy says you must first discuss it with learners, you categorise it into 4 levels policy says you can categorise it up to 7. But you can do it up to five. Now in those categories you are telling learners that if you do this you are going to get so much mark and why you get those marks* (Interviewee 2, personal communication, June 2008). As a result, both educators rated themselves as excellent. As one respondent indicated that in *developing that one I give myself 9 out o10 because I can do it properly* (Interviewee 2, personal communication, June 2008). The second respondent from school 'A' indicated that *mm I think I give myself 8 over 10* (Interviewee 3, personal communication, June 2008). The data obtained from portfolio analysis corroborated the interview data in that there was evidence that educators from School 'A' were competent in developing a rubric, and the rubrics that were analysed had criteria that addressed the relevant content.

However, educators from School 'B' seemed to be experiencing serious challenges in developing rubrics that would capture and assess the relevant criteria. Educators had relied on tests as the main form of assessment as a result of inadequate skills to develop rubrics. One educator responded that *I don't usually use rubrics I only use rubrics when I'm conducting simulation which is a market day. In other assessments I find it difficult to use the rubric as a tool for assessment* (Interviewee 4, personal communication, June, 2008). In addition, the respondent from School 'B' remarked: *mm how I developed it? I did it in 4 columns, should I tell you how I did it* (Interviewee 5, personal communication, June, 2008). It seems as if rubric design is still a challenge to some of the educators, a previous study having found that educators had barriers to designing and confining themselves to the criteria of specific rubrics (Badasie, 2005). The challenge faced by both respondents in School 'B' with regard to the development of rubrics indicates the need for training educators, thus the intervention of the EMS facilitator is desired in this regard.

4.2.2.5 Development of teacher assessment plan

The study revealed that educators seemed to be ill-equipped in the development of assessment plans, as there was no evidence of copies of teacher assessment plans in either school. The dominance of tests as the principle form of assessment might have resulted from the lack of assessment plans. Although educators from School 'A' felt that they do not experience difficulties in developing assessment plans as one respondent indicated that *I think in our school we don't have a problem about assessment plans. We just sit down as Grade 9 educators and make the assessment plan for that Grade. Then it helps us to see even if you got sick and stayed at home, if somebody came you just give that assessment plan, she will see how far we are according to the assessment plan* (Interviewee 3, personal communication, May 2008). The second respondent illustrated that *the assessment plan is basically a all the activities we are going to give to learners which are formal, the ones that educators are going to mark* (Interviewee 2, personal communication, May 2008).

In addition to the problems faced by educators in the development of assessment plans, the EMS facilitator felt that it was the duty of the assessment facilitators to have trained educators on how to develop assessment plans. Educators were left without guidance or support from either department's officials. As a result, the lack of guidance and support from the District officials with regard to the development of assessment plans became evident when one of the respondent said that *no in that I'm not clear, I cant say I'm clear in that department* (Interviewee 4, personal communication, June 2008). The second respondent seemed confused and responded as follows: *assessment plans? How it look like? We have assessment plans where we say for ten weeks we will be teaching this on a quarterly basis* (Interviewee 5, personal communication, June 2008). However, the absence of a copy of the assessment plan in the educators' portfolios, and the use of tests as the main form of assessment, tends to make their competency level questionable. The above discussion suggests that the intervention of the provincial department in ensuring that proper training is provided to educators with regard to the development and implementation of assessment plans is necessary.

4.3 MODERATION

The DoE (2004) views moderation as a process of verifying the results of school-based and external assessment, and as consisting of both internal and external moderation.

4.3.1 Internal Moderation

The study showed that respondents had an artificial view of moderation, as it differed from what policy entails. This artificial reflection on moderation was evident when one respondent said that *moderation is something that must occur at the end of assessment* (Interviewee 2, personal communication, May 2008). It seemed as if the artificial reflection of moderation as a once-off event might have resulted in non-compliance with moderation requirements, as internal moderation occurred only once. Thus SAQA (2001) highlighted that moderation should take place not only at the end of the assessment process, and suggested that institutions in planning for moderation systems should decide when it should occur.

The Heads of Departments were not adequately equipped to conduct moderation as the procedures used in conducting moderation were not satisfactory. This became evident while one respondent who is the HOD in School 'A' said: *I used the learner's portfolio to verify what the educator has done in class and to check the assessments plan which guided the assessment* (Interviewee 2, personal communication, May, 2008). In addition to the response made by the HOD with regard to the procedures followed when moderation is conducted, the educator from School 'A' provided further evidence that moderation focused on the structure of portfolios by stating that; *the HOD moderates the learners and educators' portfolios by checking the number of assessment activities covered per term were in accordance to the assessment plan* (Interviewee 3, personal communication, May, 2008). The respondent from School 'B' further stressed that *the HOD moderates the number of activities; the number of forms of assessments covered and check whether learners' work books were controlled* (Interviewee 4, personal communication, June 2008).

The data provided by the respondents from both schools supported the findings provided by the DoE (2004), Govender (2005) and Brombarcher (2003), that the moderation process tended to focus on the structure and layout of portfolios instead of the standard and quality of work. This might have resulted from the training that they had received, as the same moderation procedures were practised in both schools.

4.3.1.1 The involvement of educators in the moderation process

The study revealed that the concept of educator's involvement in the moderation process was perceived differently by the respondents. Luckett and Sutherland (2002), in clarifying the concept of educator's involvement in the moderation process, identify two types of moderation processes. Firstly, quality promotion mechanisms are formative and aim to advance quality, and quality control mechanisms are summative and make decisions about quality. Quality promotion mechanisms are preferred in conducting internal moderation processes due to their formative nature. They aim to promote quality whereby teachers' involvement is encouraged during the frame of assessment process, leading to teacher empowerment and the provision of vital qualitative data with regard to moderation (Luckett & Sutherland, 2002).

The HOD preferred to use quality control mechanisms with educators being given feedback after the moderation has occurred. Educators were not involved during the moderation process, and there were no discussions between them and the HOD during moderation to reach consensus. As one of the respondents indicated, *she* [HOD] *calls a meeting and gives us feedback orally* (Interviewee 4, personal communication, June 2008). The second responded said that *thereafter she [HOD] calls us at the meeting we use to make meetings on Thursdays, so she gives us feedback* (Interviewee 3, personal communication, May 2008). The third response from the HOD was as follows: *I involve the teachers after moderation of his work whether I'm satisfied with the work but if I'm not satisfied, I try to assist them to make more active in their work* (Interviewee 5, personal communication, June 2008). As a result there was inadequate capacity to empower teachers (Luckett & Sutherland, 2002).

4.3.2 External Moderation

In this study, external moderation refers to moderation that occurred at cluster and at provincial level. The study revealed that educators received training on how to conduct moderation. Respondents felt that they benefited from attending the external moderation meeting, with one respondent saying that *I find moderation equipping because they advised us on how to do it* (Interviewee 4, personal communication, May, 2008).

However, the study revealed that procedures used during external moderation were not pleasing: *we moderate just to be able to moderate its not yet that final stage where we follow-up teachers who has not done it* (Interviewee 2, personal communication, May, 2008). Educators do not treat external moderation seriously, as indicated by one respondent who viewed the provincial moderation tool as *a form that we complete and its final* (Interviewee 2, personal communication, May 2008). The responses suggest the need for intensive capacity-building initiatives by the DoE on how to conduct external moderation.

4.3.2.1 Moderation of learning programmes

Gibson (2004) states that quality control serves as a guarantee that learning programmes are not rejected at the quality control stage, and that standards regarding learning programmes should have been met. This implies that the quality of learning programmes needs to be assured at District level before the actual implementation. The study revealed that the quality of learning programmes was moderated at District level by the EMS facilitator prior to classroom implementation as the facilitator highlighted that *what we did as the district was to request each school to submit exemplars of their learning programmes to the District. As facilitators we had to go through each learning programme that was submitted by al schools in the District. As I moderated the plans of each school I placed them under category* (Interviewee 1, personal communication, May 2008). The respondents' view was supported by the availability of a moderation tool with constructive feedback to educators in the educators' portfolios.

4.3.2.2 Cluster moderation

The memorandum from the GDE stipulates that District facilitators must ensure that cluster moderation is done per learning area every term (GDE, 2008). However, this study found that cluster moderation in EMS occurred only once per year and as a result, respondents felt that there was a need for more moderation meetings: *there should be at least two cluster moderation meetings in a year* (Interviewee 5, personal communication, June 2008). The data collected through portfolio analysis substantiated the above response that cluster moderation occurred only once, and there was only one copy of the cluster moderation tool in the educators' portfolio in School 'A.' The copy of the moderation tool gave further evidence that cluster moderation focused on the structure and portfolio layout.

Non-compliance with provincial regulations on how to conduct cluster moderation resulted in poor portfolio management: *we missed the cluster moderation that's why our portfolios were not up to standard* (Interviewee 4, personal communication, June, 2008). It seemed as if the timing of cluster moderation might not have assisted teachers to improve their assessment practices, as it occurred during the third term when most assessment tasks might already have been completed. It would be more beneficial is the cluster moderation was earlier in the year, so as to facilitate the development of moderation skills in the teachers.

4.3.2.3 Provincial Moderation

The study showed that consensus moderation was used during the Provincial moderation of CASS, as observation data gave evidence that educators exchanged portfolios amongst themselves to conduct moderation.. Hill, Brown & Rowe, and (1994) outline two advantages of consensus moderation as: firstly it helps educators to meet in groups and compare their school assessments to either adjust or confirm initial assessment. Secondly, it also strengthens the validity and reliability of the final scores, contributes to the literacy of markers and provides staff development in both instruction and assessment. However, educators might not have reaped the benefits of consensus moderation, as data collected through observations revealed that educators had difficulty in utilising the provincial moderation tool, especially in Section 5 where

they [educators] were expected to measure the degree to which the Assessment Standards were addressed using the scale 25%-100%.

There were various factors that might have resulted in the educators' inability to utilise the moderation tool appropriately. During observations it was evident that the tool required educators to memorise the 4 Learning Outcomes and 21 Assessment Standards in EMS before they could actually rate the tasks. Learning Outcomes and Assessment Standards were not indicated in some tasks, and where indicated it was not described but numbered. The non-description of Learning Outcomes and Assessment Standards might have hampered the comprehension of certain LOs and ASs. Secondly, it was the first year of implementing NCS that might imply that teachers were not yet conversant with all the LOs and ASs. Thirdly, observation data revealed that most educators arrived late at the moderation centre after the facilitator had explained how the moderation tool should be used, and most educators constantly required assistance. Lastly, during the observation it was evident that the time spent by the facilitator in explaining the tool was limited. Nevertheless, the facilitator highlighted that the challenges faced during moderation were aggravated *by the moderation of different content and work from various schools, as schools addressed different topics at different times* (Interviewee 1, personal communication, May 2008).

Therefore, it can be concluded that there is a need to maximise the comparability of assessment by ensuring that schools are teaching and assessing the same content and using the same criteria to award marks or grades, common syllabuses and approved work programmes (Hill, Rowe & Brown, 1994). One respondent suggested that *the use of a common learning programmes and work schedules in all schools might enhance the moderation process* (Interviewee 4, personal communication, June 2008).

The facilitator for EMS indicated that educators were expected to bring along the five learner portfolios, which had been randomly selected by the provincial DoE to the moderation centre. According to my observations, most teachers complied with the requirements of portfolio moderation by submitting the required number of portfolios. However, there were a few schools, which had joined the District during that year and did not comply with the moderation requirements, submitting less than five portfolios.

4.3.3 Feedback on Moderation

Feedback on moderation was given on two main areas.

4.3.3.1 Feedback on internal moderation process

The provision of feedback to teachers with regard to the results of moderation plays a vital role. Greatorex (2002) argues that feedback given to assessors by assessors on their assessment judgement is conducive to learning. This study found that educators received feedback either orally or in a written form. However, the feedback given to educators by the HODs might not have improved teacher assessment practices, as it focused on the structure and portfolio layout. One respondent indicated that the HOD *just ticks the moderation tool whether there is something or not and calls a meeting to give us feedback* (Interviewee 3, personal communication, June 2008). Taking into account the type of feedback given to teachers, the data revealed the need for schools to state their processes of internal moderation, policies and procedures, and to provide meaningful feedback to all stakeholders (Gawe & Heyns, 2004).

It seems as if HODs were ill-equipped in developing moderation tools that might capture constructive feedback to educators, as the data collected through observations revealed that the copy of the moderation tool used in School 'A' was the provincial moderation tool for Life Orientation. Although the facilitator expected that educators had to develop the school moderation tool guided by the District and Provincial moderation tool, he further outlined that *the moderation tool must address the content covered by lesson plan and the learning and teaching support material used* (Interviewee 1, personal communication, May 2008). The absence of a copy of internal moderation tool in School 'B' might suggest the need to equip the departmental heads with the skills on how to develop moderation instruments that would yield constructive feedback to educators.

4.3.3.2 Feedback from external moderation

Previous studies found that educators complained about the lack of feedback from the DoE with regard to the quality and standard of their work in schools (Badasie, 2005).

This data is similar to the findings of this study, i.e. that formal written feedback was not given to educators as observation data provided evidence that the moderators submitted all the moderation tools to the EMS facilitator. This might have had a negative implication for improving educator assessment practices, as observation data revealed that some schools did not comply with the moderation requirements. Secondly, some educators attended the moderation for the first time, thus the non-provision of written feedback might have hampered the effective implementation of CASS, with educators being expected to implement the recommendations at school.

The facilitator indicated that post-moderation feedback was given to educators *with regard to mark allocation, usage of learning and teaching materials, and relevancy of content and general appearance of portfolios* (Interviewee 1, personal communication, May 2008). However, there was no adequate evidence from the portfolios analysed to substantiate this finding. The provision of oral feedback might not have enhanced teacher assessment practices as a result of lapse in receipt of information.

4.4 THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT

This study showed that after ten years of implementing CASS, educators still grapple with getting to grips with the effective implementation of CASS. As indicated by one of the respondents, since the introduction of NCS *I have difficulty with assessment, assessment is constantly changing* (Interviewee 4, personal communication, June 2008). In addition to the variable nature of assessment within the NCS framework, all respondents expressed concern about the time allocated for teaching EMS being inadequate. One respondent stated that *the major challenge is that CASS is done in three terms and the work load is too much* (Interviewee 2, personal communication, May 2008). Another respondent argued that it is *impossible to cover the Learning Outcomes within a short period of time* (Interviewee 4, personal communication, June, 2008).

The time allocated for EMS was seen as having a negative effect on the implementation of the learning programmes: *there was no alignment between*

planning and classroom practice, where you are caught up with your work-schedule and teaching and learning process (Interviewee 2, personal communication, May, 2008). The respondent was frustrated by the inadequate time allocated for teaching EMS and further argued that *it is the learner who is suppose to work and understand not the educator not my plan* (Interviewee 2, personal communication, May, 2008).

Subsequently, the implementation of learning programmes in EMS presented a serious challenge, as the facilitator raised a concern that *the work done in one month in school (X) can be done for the whole year in school (Y), but the learner still has a CASS mark* (Interviewee 1, personal communication, May, 2008).

Table 4.1 the Learning Outcomes and Assessment Standards

	Schools			**Schools**			**Schools**			**Schools**	
LO 1	A	B	LO 2	A	B	LO 3	A	B	LO 4	A	B
AS 1	√	√	AS 1	√	X	AS 1	X	√	AS 1	√	X
2	√	√	2	√	X	2	X	√	2	√	√
3	√	√	3	X	X	3	√	X	3	√	√
4	√	X	4	√	X	4	X	X	4	√	√
5	√	X				5	X	X	5	X	X
						6	√	X			
						7	X	X			

Table 4.1 (above) illustrates the number of LOs and ASs addressed through CASS formal tasks in each school, where (x) represents the LO and AS not addressed and (v) represents the LO and AS addressed.

The NCS Assessment Guidelines stipulate clearly how EMS educators can spread the LOs and ASs over three to four tasks, and further recommend that all ASs should be formally assessed (DoE, 2007). However, the study revealed that School ‘A’ had covered all the LOs (4/4) and (14/21) ASs, whilst School ‘B’ had only covered (3/4)

LOs and (8/21) ASs. If the total assessment tasks do not test a suitably representative sample of important curriculum content, there will be insufficient evidence from which to draw valid inferences (Mc Alpine, 2002). The implication thereof might be the authenticity of CASS marks, as demonstrated by the facilitator that even though schools do not cover *the same quality and quantity of work, learners still have a CASS mark* (Interviewee 1, personal communication, May, 2008).

In addition, the facilitator was concerned about the competency of teachers in the implementation of CASS, pointing out that *CASS does not give a leverage for school-based assessment, as it is dependent on what the teacher has done in that learning area*. The facilitator further indicated that *75% of CASS marks is in the hands of educators as policy states that the educator is the best person to make informed judgement about learners' performance* (Interviewee 1, personal communication, May, 2008). The facilitator was not be pleased with the manner in which CASS was being treated in schools, indicating that *75% of CASS influences the final pass mark of the learner at the end of Grade 9; in schools where teachers don't work the learner still has a CASS mark* (Interviewee 1, personal communication, May, 2008).

This study showed that teachers were struggling with the allocation of marks, as most of the tasks were overrated. In addition to overrating of tasks, the facilitator demonstrated that *a teacher from school (X) might have weighted the same task as another teacher in school (Y) differently because there are no weighting guidelines in EMS* (Interviewee 1, personal communication, May, 2008). The table below illustrates that forms of assessments are covered in each school, although both schools failed to address all the LOs and ASs. Thus, the table might suggest what Badasie (2005) has highlighted, namely that Grade 9 educators were facing a challenge where assessment was often made at the expense of teaching and learning. As teachers did not refer to the LOs or ASs in their planning of teaching, learning and assessment, their planning was-task orientated. They had to do a certain number of tasks per term and their planning was guided by tasks not LOs and ASs (Ramoroka, 2006). The table below suggests that planning and teaching was focused on the tasks that learners had to complete rather than the LOs to be achieved. As a result, there are more forms of assessment covered than the ASs, and Table 4.2 below provides information collected through portfolio analysis on the number of formal tasks addressed in each school.

Table 4.2 Forms of Assessments Addressed in each School

School A	School B
• Test X 6 • Projects X 1 • Presentation X 2 • Simulation X 1 • Case study X 1	• Test X 5 • Project X 3 • Assignment X 1 • Simulation X 1 • Class activity X1

The NCS guidelines stipulate that CASS should occur throughout the year, and undertake activities from time to time using a variety of forms of assessments (DoE, 2007). Nevertheless, the table above illustrates that more tests were given than other forms of assessment, as indicated in Section 4.2.2.3. Thus tests were used as the main form of assessment in both schools, and it was revealed that some of the forms of assessment that were labelled as projects and assignments did not differ from the contents of the test. The table substantiates what the facilitator has highlighted, that *projects were weighted less* (Interviewee 1, personal communication, May, 2008). The NCS Assessment Guidelines recommend that in addition to the other forms of assessment, every term a test must be given on all Assessment Standards covered (DoE, 2007).

The study revealed that teachers seemed to be experiencing difficulties in developing tasks of high quality, as most tasks observed assessed comprehension, and required lower order level of understanding; for example: learners were expected to match columns, describe them and give examples, offer interpretations and distinguish between them. In previous studies it was found that teachers did not make use of educational taxonomies to plan teaching, learning and assessment at various cognitive levels (Ramoroka, 2006). Mc Alpine (2002) suggested that when constructing a task of appropriate quality, the difficulty level of items must be considered. However, in both schools only two out of eleven forms of assessment addressed complied with Mc Alpine's (2002) suggestion. In response to the problems raised with regard to the implementation of CASS, standardised assessment tools, such as exemplars, item

resource banks, and computerised teacher managed tools, might be provided for teachers (Crooks, 2002).

The facilitator appeared frustrated by the rotation of educators from one learning area to another, as EMS educators were replaced with educators who had not taught EMS before, nor specialised in the learning area. The facilitator demonstrated his frustration by indicating that *you find yourself moving back and forward training educators* (Interviewee 1, personal communication, May, 2008). Thus Circular 38/2007 on Continuous School Improvement stipulates that the role of School Management Teams is to ensure that educators are deployed and utilised according to the learning area of specialisation (GDE, 2007).

4.5 THE IMPLEMENTATION OF COMMON TASK FOR ASSESSMENT

4.5.1 Educators' views with regard to Common Tasks for Assessment

This research has revealed the positive and negative views from respondents with regard to CTA. Respondents viewed it as good and an excellent concept, particularly as their skills and understanding of it have improved over the first years of implementation. The respondent who was the HOD in School 'A' indicated that *CTA is good and I commend it as the Department of Education try to ensure that it covers all the Learning Outcomes and Assessment Standards* (Interviewee 2, personal communication, May, 2008). Thus educators seemed to be developing positive attitudes towards CTA, as indicated by a respondent who was an educator in School 'B' that *during the first years it was because I was not conversant with CTA, but the following years it was better* (Interviewee 4, personal communication, June, 2008). Although educators were positive about the implementation of CTA, there were some concerns raised. The next section provides a detailed description of the challenges faced by educators while implementing CTA.

4.5.2 Challenges faced by educators with regard to the implementation of CTA

This study showed that respondents were concerned about the standard and level of CTA, as learners had experienced difficulties in responding to CTA questions. As one HOD from School 'B' highlighted *learners did not understand the question in CTA* (Interviewee 5, personal communication, June, 2008). In addition, the educator from School 'B' also said *that the standard of CTA was too high for the learners and questions were not according to the level of Senior Phase* (Interviewee 4, personal communication, June, 2008). The concerns of educators with regard to the standard of CTA is similar to previous studies, as it was found that educators felt that the standard of CTA was too high for learners (Badasie, 2005). However, the inability of learners to respond to CTA questions might have resulted from the non-coverage of all LOs and ASs in both schools, as tabulated in Table 4.5.1 (above). The HOD from School 'B' aligns herself with the findings of this study, indicating that there was a question in CTA that learners did not know and could not answer (Interviewee 5, personal communication, June, 2008).

This study revealed that in both schools, the Assessment Standards of Learning Outcome 3 were not all covered, as tabulated in Section 4.6.1. As a result, the HOD from School 'A' felt that *there was no alignment between Section 'A' and Section 'B' of CTA as Section A dealt with other things and Section 'B' with Accounting* (Interviewee 2, personal communication, May, 2008). It did seem as if educators from School 'B' had realised the importance of addressing all the LOs and Ass, as one educator stated that *if you're implementing CASS it is imperative to cover all the Learning Outcomes and Assessment Standards as most Learning Outcomes and Assessment Standards were covered in CTA* (Interviewee 4, personal communication, June, 2008). Hence the response of the respondent in School 'B' is in alignment with the purpose of CTA as it contributes to strengthen CASS (Poliah, 2003).

Previous studies revealed that the timeframe for the completion of CTA tasks was inadequate (Makola, 2003; Govender, 2005). This research found that all respondents complained about the time allocated for the implementation of CTA as inadequate. The educator in School 'A' stressed that *the problem we are facing with CTA is time allocated for implementing CTA is limited* (Interviewee 4, personal communication,

June, 2008). The concerns of respondents with regard to time seemed to be serious, as one respondent made the following remarks: *the time allocated for CTA is too little for the marks allocated for CTA* (Interviewee 3, personal communication, May, 2008). In addition, the respondent who was the HOD in School 'A' felt that CTA did not cater for all learners with different abilities: *learners are not given much time, normally the minutes and hours allocated to CTA are meant for intelligent learners only* (Interviewee 2, personal communication, May, 2008).

The HOD from School 'B' made a disturbing remark with regard to the time allocated for implementing CTA, by indicating that *most of the time educators are not completing CTA, you find that they are lagging behind, they do not finish marking CTA* (Interviewee 5, personal communication, June, 2008). Nonetheless, the NCS Assessment Guideline for EMS stipulates that teachers should mark learners' tasks and provide feedback to learners (DoE, 2007). The policy further stipulates that teachers would have more time to finalise the CTA and provide final results before the end of the year. CTA should be part of the normal teaching and learning programme, and should be aligned to the school timetable (DoE, 2008). Conversely, this study found that the time allocated for administering CTA in EMS was inadequate, as educators and learners had to remain at school after contact time to complete CTA tasks. One respondent indicated that *we have extra classes after school to ensure that all the CTA activities are covered and I'm not paid for that* (Interviewee 3, personal communication, May, 2008).

The concerns raised by respondents with regard to the time allocated for implementation of CTA might need serious intervention from the DoE, as CTA is a national summative instrument which requires administering and marking by all schools, and determines the future of the GETC and its authenticity. This research has shown that there was lack of guidance from the District with regard to the implementation of CTA. Educators felt that the problems encountered during the implementation of CTA resulted from the lack of communication between the District and the schools. Thus there was a consensus between the facilitator and what educators had reported, namely that *it was impossible for the District to hold meetings prior to the implementation of CTA* (Interviewee 1, personal communication, May,

2008). As previous studies have revealed, there was an absence of workshops with regard to the implementation of CTA (Makola, 2003).

Educators felt that CTA Section 'A' may be used as part of School-based Assessment, though the suggestion seemed to be in opposition to the aims of CTA, as promulgated by the DoE, that caution was taken to ensure that educators do not use CTA incorrectly. To allow assessment to dictate teaching and learning would be to miss the goals of curriculum transformation (Poliah, 2003). Educators felt the need for the District facilitator to prepare them in advance for the contents of CTA Section 'B.' The HOD from School 'A' was frustrated by Section 'B': *we don't know what learners are going to write and what they should prepare* (Interviewee 2, personal communication, May, 2008). Hence the facilitator seemed to be compliant with policy as he said that according to policy, CTA Section B cannot be mediated to with educators before the actual date of writing (Interviewee 1, personal communication, May, 2008). The NCS Assessment Guideline stipulates that the pen-and-paper task must be written under controlled examination conditions, such as prevail in the National Senior Certificate, and schools will follow the national timetable (DoE, 2007).

The study revealed that monitoring of the implementation of CTA was not conducted satisfactorily. Monitoring is the powerful tool for quality assurance that keeps track of the performance of the system, and can be used to measure the degree of excellence in institutions (Fitz-Gibbon, 1996). The District experienced difficulties in monitoring CTA appropriately, with the facilitator apportioning blame on *the number of schools and the numbers of facilitators that had to monitor the process of the implementation of CTA made it impossible for us to monitor all schools. The information obtained by the District Office is from 80% schools that we managed to visit* (Interviewee 1, personal communication, May, 2008). The facilitator further indicated that the CTA marking guidelines created serious problems for educators, as educators were given guidelines but the real mark allocation was not clearly indicated. This resulted in educators marking the tasks differently (Interviewee 1, personal communication, May, 2008).

Thus tasks that are highly procedural revealed the importance of teacher content knowledge, since limited understanding of the topic reflected discrepant marking (Stobart, 2006). This was evident in this study whilst inconsistency in marking CTA prevailed from out-of-field educators in EMS, and they had difficulty in the interpretation of suggested answers. The facilitator stated that *learners were not allocated marks where they got the answers right* (Interviewee 1, personal communication, May, 2008).

4.6 STAFF DEVELOPMENT

This research has shown that various strategies were used to empower educators, namely: through school visits, cluster meetings and workshops. The facilitator who highlighted these strategies indicated that during cluster meetings educators were equipped in the interpretation of moderation tools, policies, and skills to conduct moderation. The attendance of cluster meetings seemed to be vital, with an educator in School 'B' saying that *we missed the cluster meeting where information on how to moderate the learner and educator's portfolio was given that's why our portfolios were not up to standard* (Interviewee 4, personal communication, June, 2008). Educators seemed to be displeased about the number of cluster meetings held in EMS. One HOD from School 'B' highlighted that *some educators have already went for meetings, but in EMS we have not yet attended meetings you'll find that after June they expect to find the work* (Interviewee 5, personal communication, June, 2008).

Therefore, an educator in School 'B' suggested that there should be more cluster meetings, where portfolios would be checked to monitor the progress of educators in addressing the LOs and ASs (Interviewee 4, personal communication, June, 2008). Thus the evidence provided above suggests the need for continuous systematic support and guidance from the District office in this regard.

The second strategy used to empower educators was through school visits. Data revealed that school visits were conducted by the EMS facilitator. The educator from School 'B' indicated that *the facilitator visit us to monitor our work and give us advice* (Interviewee 4, personal communication, June, 2008), although educators

expressed displeasure at the unannounced school visits conducted by the EMS facilitator. The facilitator felt that school visits gave him the opportunity to meet individual educators and discuss their problems, followed up by the implementation of learning programmes (Interviewee 1, personal communication, May, 2008). The facilitator highlighted that school visits were an effective method of assisting individual schools, though he was concerned that he could not visit all the schools as he was the only facilitator for EMS in the Intermediate Phase (Grade 3-6) and Senior Phase (Grade 7-9).

The last strategy that was used to empower educators was through workshops. This study revealed that workshops were offered by the DoE and the EMS facilitator though moderation and NCS training. However, educators were displeased about the type of training received on how to conduct the provincial moderation of CASS. The HOD in School 'A' stated that *I don't think it was adequate it's a start we've started* (Interviewee 2, personal communication, May, 2008). The educators felt that the duration of training was inadequate and the *timing was inappropriate as educators were exhausted in the afternoon* (Interviewee 2, personal communication, May, 2008). In response to the inadequacy of training with regard to moderation, the facilitator as well as the HOD from School 'A' highlighted that *there is a need for more and intensive moderation workshops to equip HOD with the skills to conduct moderation* (Interviewee 1 & 2; personal communication, May, 2008).

This research further revealed that the training provided by the DoE with regard to the implementation of NCS was not satisfactory. Educators were not happy with the duration of the workshops, the HOD from School 'A' saying that the *Department of Education did not organise follow-up workshops to find out whether educators were coping well with the implementation of NCS* (Interviewee 2, personal communication, May, 2008). Consequently, the facilitator aligned himself with the respondent as he acknowledged that *NCS training offered to educators was not adequate as he said that the NCS programme offered for five days and the purpose of training was to equip educators on how to develop learning programmes, it was not called training it was called an orientation programme* (Interviewee 1, personal communication, May, 2008). The previous study also revealed that the training provided by the DoE was rushed and inadequate, with little or no follow-up support given. This suggests there

should be intervention by the DoE in addressing educators' needs through provision of workshops where applicable and follow-up support to educators.

Therefore, in addressing the need for staff development, high quality in-service training is the key to raising standards through updating educators' professional development, allowing access to the best practices in teaching and learning and providing opportunities for continuing learning off the job (McMahon, 2005). This study found that educators seemed not to have benefited adequately from the NCS orientation programme, as the respondent from School 'B' said that *I'm not yet conversant with the NCS* (Interviewee 4, personal communication, June, 2008). Thus the inability of the respondent to implement the NCS might have resulted from the weak pre-service programmes, not in the learning abilities of teachers (Joyce & Shower, 1988). As a result of the responses above, the DoE should design workshops in such a way that educators can practically learn the most powerful and complex teaching strategies provided by staff development (Joyce & Shower, 1988).

4.7 CONCLUSION

In the above discussion, I have demonstrated the different views of the five participants of this study with regard to the appropriateness of quality assurance mechanisms used in CASS and CTA at Grade 9 level. The data revealed that only one respondent met the requirements of international standards for a highly qualified teacher, as the norms for a qualified teacher is a bachelor's degree and a major in the subject to be taught. The data revealed that educators were still struggling in developing assessment tasks, rubrics and the annual assessment programme. The positive aspects were that moderation of Grade 9 assessment occurred at school, cluster and provincial level.

However, there was a need to capacitate educators and HODs on how to conduct moderation effectively. The discussion further revealed that there were challenges with regard to the implementation of CASS and CTA. Furthermore, the educator received support from the facilitator through school visits, cluster meetings and workshops, and some of the respondents found those strategies to be effective. Lastly,

educators were concerned about the lack of feedback from the provincial moderation process. In the next chapter, Chapter 5, the results, the recommendation and the implication of this study will be presented.

CHAPTER 5

RESEARCH RESULTS AND RECOMMENDATIONS

5.1 INTRODUCTION

The final chapter draws together the research questions, the research processes as well as the results, conclusions and the recommendations emerging from this study. The purpose of this study was to establish the appropriateness of continuous assessment (CASS) and Common Tasks for Assessment (CTA) for the General Education and Training Certificate with specialisation in Economic and Management Science (EMS). The main research question for this study was:

- How appropriate are the quality assurance mechanisms used in CASS and CTA at Grade 9 level with reference to EMS?

The research question was further subdivided into three sub–questions below:

- What quality assurance mechanisms are used in CASS and CTA at Grade 9 level with reference to EMS?
- How valid are CASS tasks at Grade 9 level with reference to EMS?
- How reliable are the CASS and CTA marks at Grade 9 level with reference to EMS?

A summary of the research is presented in Section 5.2, followed by discussion of the research results in Section 5.3. The chapter concludes with recommendations for the Department of Education with regard to quality assurance mechanisms, staff development, and policy and practice recommendations for educators and departmental heads. An outline of the results in response to the research questions is presented prior to the summary of the research.

5.2 SUMMARY OF THE RESEARCH

As this study was aimed at establishing the appropriateness of CASS and CTA for the General Education and Training Certificate (GETC) at Grade 9 level with specific reference to Economic and Management Science, international and South African literature was explored. In Chapter 1 the aims and objectives of this study were outlined. This study sought to examine the appropriateness of quality control mechanisms used in CASS and CTA. Additionally, it evaluated the validity and reliability of CASS tasks, and the reliability of CTA marks at Grade 9 level. The problems underpinning the aims of the study were discussed. It emerged that teachers had limited skills in designing tasks that were appropriate to assessment criteria and the employment of a variety of forms of assessment. As a result teachers were still using conventional forms of assessment (DoE, 2004). There was non-compliance in schools with regard to the implementation of CTA (DoE, 2004).

The rationale for undertaking this study was outlined. The issue of the GETC relies on CASS and CTA as CASS carries 75% of the final promotional mark at Grade 9 and CTA carries 25%. Thus CASS is left in the hands of teachers, with quality assurance mechanisms not being carried out satisfactorily at school level, and the District moderate CASS tasks only at the end of the year (Poliah, 2003).

The introduction of CASS model in South Africa was anticipated to strengthen the assessment across all education and training bands at all levels. The paradigm shift from the single test/exam is substituted by formative assessment of learner performance. As a result, criterion reference assessment underpins all classroom assessment. The learners will only be promoted in Grade 9 if they satisfy the requirements of both school-based assessment and external summative assessment.

In Chapter 2, the literature indicated that if outside forces are the chief drivers for the implementation of quality assurance in each school, then it is destined to be futile (Gawe & Heyns, 2004). The futility would be attributed to the records of quality assurance that would be intended for pleasing outside forces but have no significant impact on classroom activities. Gawe and Heyns (2004) highlight the importance of

integrating quality into the process of teaching and learning, curriculum, development and assessment. Consequently, undertaking this study was significant as the issuing of the GETC at Grade 9 level relies on the credibility of these assessment models. CASS, which is school-based assessment, constitutes 75% of the promotional mark, and CTA as a national external instrument constitutes 25% of the promotional mark.

The literature explored with regard to CASS indicates that educators' assessment practices were inconsistent across South Africa in relation to the manner in which learners were assessed, as well as the number of assessments undertaken (Govender, 2005; Makola, 2003). There was commonality among educators' assessment practices that resulted from confusion between traditional assessment and CASS (DoE, 2004; Sebyeng, 2006; Govender, 2005). The prominence with regard to the problems cited was that CASS still relies on teachers' abilities, which are questionable and lack standardisation (DoE, 2004, Poliah, 2003; Ramsuran, 1999). The literature on portfolio management made it evident that educators were struggling with the management of portfolios, as the quality of the variety of forms of assessments and rubrics was not pleasing (DoE, 2004; Sebyeng, 2006; Grosser & Lombard, 2005).

Additionally, literature explored with regard to CTA implementation indicated that the implementation of CTA was problematic (Govender, 2005). The following aspects were cited as hindering the effective implementation of CTA:

- Teachers felt that the content of the CTA instrument omitted important aspects of the curriculum.
- There was no link between questions and memoranda.
- The language used in CTA was not accessible to learners, especially to second language speakers.
- The time allocated for implementation of CTA Section A was insufficient.
- There was inconsistency with regard to the implementation; other schools treated Section B under examination conditions, others as part of teaching and learning (Wilmut, 2002).

In response to moderation procedures, the DoE (2004); Badasie, (2005); Brombarcher, (2003) and Govender (2005) found that the procedures were not pleasing, as moderation focused on the structure and portfolio layout rather than on the standard and quality of tasks. Literature on good assessment practices was explored and various factors that led to the lack of validity and reliability were outlined: different Assessment Standards and teacher competency in various provinces and schools in the area of outcome based assessment (Poliah, 2003; Singh, 2004); the poor design of rubrics and inability of teachers to confine themselves to the criteria of specific rubrics (Badasie, 2005). Internationally, the problems which hampered the reliability and validity of assessments were curbed by provision of support with training to educators (Gipps, 1994). Secondly, performance assessment programmes that demonstrated high levels of inter-scorer reliability relied on standardised tasks and the use of specific rubrics (Koretz & Stetcher, 1994). In addition, the importance of teachers' own content knowledge was highlighted as limited understanding of the topic was reflected in discrepant marking (Stobart, 2000).

Literature also indicated that quality assurance is a new concept in education; therefore the significance of the literature review to this study was to examine the quality assurance mechanisms which are in place with Grade 9 EMS assessments. Of particular significance were its weaknesses and strengths, and how to learn from international counterparts on ways in which they have embarked on enhancing the validity and reliability of their assessments. South African studies indicated the gaps that existed with regard to quality assurance mechanisms used in CASS and CTA, thus this study was a follow-up on those conducted by the DoE (2004); Brombarcher (2003) and Govender (2005). Additional focus was placed on Economic and Management Science in one of the Districts in Gauteng province.

The study was guided by the conceptual framework namely a Input-Process-Output (IPO) Model adapted from Singh (2004; Waspe, (2002) and the Quality Assurance Plan (QAP) adapted from Gawe & Heyns (2004). The IPO and QAP Model guided this study as the literature indicated the importance of integrating quality into the process of teaching and learning, curriculum development and assessments. As a result, the quality standards were integrated from the input through processes and outputs of the model. The model aimed at illustrating the relationship that exists

between inputs-process-output factors and the significance of integrating quality standards.

In Chapter 3, the research design and paradigm of the study were highlighted. This study followed a qualitative research approach, using the case study design. An exploratory case study design was used as there has been little prior research on quality assurance mechanisms used in CASS and CTA. The interpretive paradigm was followed as I wanted to obtain first-hand information from respondents by sharing their feelings and experiences, and through engaging with them in their natural setting. I illustrated that the five participants were purposefully selected, the EMS District Facilitator, the two heads of departments for EMS, and the two EMS educators. Two township schools were chosen purposefully, looking at the proximity and accessibility to the school. The data collection methods used in this study interview schedules, observations and the content analysis of portfolios was also described. A once-off two-hour observation of the moderation process was conducted, five semi-structured tape-recorded interview being conducted and 4 portfolios analysed. In addition, two educator and two learner portfolios from both schools were analysed.

The use of three data sources was vital in this study as data collected from the facilitator through the interviews was triangulated with the data collected from observations, HODs and educators. The data collected from HODs was triangulated with that collected from educators and through portfolio analysis. As the researcher becomes an instrument in qualitative research, I have personally analysed, organised the data using the inductive analysis approach. The discussion of the results is outlined to address each research question.

5.3 DISCUSSION OF THE RESULTS

The main research question for this study, as noted in the introduction, is to establish the appropriateness of the quality assurance mechanisms used in CASS and CTA, with the three sub-questions (Section 5.1). The results will be provided by addressing each question in turn.

5.3.1 What quality assurance mechanisms are there in CASS and CTA?

The memorandum on Provincial moderation of school-based and Continuous Assessment (SBA/CASS) and Common Task for Assessment (CTA) for Grade 9 stipulates that cluster and school moderation must be conducted per learning area by the Learning Area specialist every term (GDE, 2008). This study found that internal moderation of CASS had occurred in both schools. However, the moderation procedure was inadequate, with moderation occurring only once-a-year and the competencies of HODs in conducting it proving unsatisfactory. In addition, it focused on technical aspects, such as the number of activities or forms of assessment covered.

Circular 60/2007 stipulates the responsibilities of the School Management Team as monitoring and verifying the quality of assessment tasks, ensuring that the prescribed number of formal assessment tasks is planned, conducted, marked and recorded (GDE, 2007). Although both HODs used quality control mechanisms in conducting moderation, educators were not involved during the moderation process. Oral feedback was provided to educators in School ‘B’ and written feedback was provided to educators in School ‘A’, however, the type of feedback given to educators would not improve teacher assessment practices as focus was on the portfolio layout.

Circular 60/2007 and memorandum requirements reveal that moderation should have occurred on a quarterly basis. Conversely, this study provided evidence that cluster moderation has occurred only once in a year. Thus educators felt that there was a need for at least two cluster moderation meetings in a year, so that if they missed the opportunity to attend one there would be another opportunity. The study also found that there was non-compliance with regard to either attendance or content of cluster meetings. Circular 60/2007 further stipulates that it is the responsibility of the School Management Team to ensure that educators attend and that understanding and conducting of moderation will be advanced. Instead, the copy of the cluster moderation tool focused on the structure and portfolio layout; therefore, the feedback given to those educators who did attend would not have improved their assessment practices.

Circular 60/2007 promulgates that moderation of CASS and CTA will be done on a sample basis at different levels, and that the GDE will provide schools with computer-generated lists of names of learners whose work will be submitted for external moderation. This study provided evidence that whilst consensus moderation had occurred at provincial level, where educators were expected to exchange portfolios and moderate each other, the procedures used during provincial moderation left moderators with difficulties in interpreting the moderation tool, especially rating the quality of assessment tasks. The provincial memorandum on Moderation of School-based Continuous Assessment and Common Task for Assessment states that District facilitators must nominate learning area teachers as moderators and cluster leaders as senior moderators. It further addresses the aspect of compilation of a composite moderation report by the senior moderators, which must be submitted to the Moderation Unit at Head Office (GDE, 2008).

However, the memorandum is silent about the training of moderators on how to conduct moderation, the utilisation of the 2008 provincial moderation tool which differs from the one used in 2007, and the training of senior moderators in the compilation of composite moderation reports. There were various factors that contributed to the teachers' inability to utilise the moderation tool, as in most tasks Assessment Standards, Learning Outcomes and forms of assessment were not indicated. Secondly, most teachers arrived late at the moderation centre after the facilitator has discussed the tool. Thirdly, the time spent by the facilitator in explaining the tool was limited. Finally, various schools addressed different topics, Assessment Standards, and content at different times, making comparison problematic.

Although numerous challenges have been outlined with regard to the challenges faced during the provincial moderation process, the provincial memorandum says nothing about the provision of provincial moderation feedback to schools. This research found that schools were not provided with formal written feedback after provincial moderation had occurred, because the facilitator collected all the copies of moderation tools. There were disputable claims that post moderation had occurred, where educators were given feedback on mark allocation, usage of learning and support materials, relevancy of the content and general appearance of portfolios. However,

there was no evidence to substantiate that post moderation has occurred as educators' portfolios were poorly organized and the cluster moderation tool did not address those aspects. The facilitator, the HOD from School 'A' and portfolio analysis, provided evidence that learning programmes were moderated at District level before they were used at school level. The data further revealed that 60-70% of learning programmes were ready for classroom use. This finding is vital in determining whether educators were teaching the relevant content.

5.3.2 How valid are the CASS tasks at Grade 9 level with reference to EMS?

According to Circular 60/2007, the School Management Team must ensure that all teachers submit their assessment plans at the end of the year for the following year. These plans must be made available to parents (GDE, 2007). However, this study found that there was no evidence of the availability of assessment plans from both schools. The NCS Assessment Guideline states that the focus of the assessment task should be to examine all the Learning Outcomes and Assessment Standards, and the decision on the scope of content to be covered should be determined at learning programme planning level (GDE, 2007). The data collected from portfolio analysis provided evidence that educators addressed the relevant content, as there was alignment between the Learning Outcomes and Assessment Standards addressed, and the validity of learning programmes was ensured at District level to enhance the quality of content covered in the classroom. However, this study provided evidence that teachers lacked the skills necessary to implement the learning programmes.

There were a number of factors that negatively affected the content-related validity of assessment tasks. Educators were still struggling to develop tasks of the appropriate standard, with most of the assessment tasks focusing on lower order level questions, which required learners to recall information. This is despite Circular 60/2007 having stipulated that a task should be carefully designed to cover the Learning Outcomes and Assessment Standards of the learning area, and ensure that a variety of skills are assessed. The NCS Assessment Guidelines stipulates clearly that teachers should use varied forms of assessments across the tasks and be guided by the verbs used in the ASs. They also call for the use of one test at the end of each term, covering all the LO's and AS's covered during that particular term (DoE, 2007).

This study found that there was no compliance in this regard as educators relied on tests and exams as the dominant form of assessment. In School 'B' some tasks were labelled projects and assignments; however the content of those tasks did not differ from those of a test. These findings might imply that the reliance on tests as dominant forms of assessment might have resulted from the lack of assessment plans and assessment guidelines that would have guided educators in employing the various forms of assessments.

Circular 60/2007 further promulgates the duty of District Assessment Officials and Learning Area facilitators as to provide regular reports to Provincial Learning Area Co-ordinators in the implementation of CASS in the District (GDE, 2007). There was unanimous concern about the time allocated for teaching EMS as inadequate, as educators did not complete the prescribed syllabus for accounting. In both schools only 2 Assessment Standards were assessed under Learning Outcome 3. This finding suggests that it is the responsibility of District Officials to furnish the Provincial Coordinators with the necessary information with regard to the implementation of CASS. The above finding might be disputable, as a result of there being evidence that more time was spent on assessment than teaching and learning, and both schools having more formal assessments at the expense of teaching and learning, thus failing to address the other Assessment Standards. Circular 60/2007 states that the Learning Area facilitator and the Assessment Facilitator have the duty to address the problems identified by cluster leaders and to ensure resolutions of such problems in good time (GDE, 2007).

The *Government Gazette* no. 23406 stipulates that School-based Assessment shall be managed and designed at school, using the NCS curriculum framework (DoE, 2002). However, this study found that the quality and quantity of CASS tasks was poor and CASS lacked standardisation, as it was dependent on teachers' competency. The lack of standardisation of CASS was worsened by the number of Learning Outcomes and Assessment Standards addressed. There are 4 Learning Outcomes and 21 Assessment Standards in EMS, however in School 'A' all 4 Learning Outcomes and 14 assessment standards were assessed and in School 'B' only 3 Learning Outcomes and

8 Assessment Standards were assessed. This finding is disturbing, as the validity of the assessment tasks might be doubtful.

5.3.3 How reliable are CASS and CTA marks at Grade 9 level with reference to EMS?

How reliable are CASS marks at Grade 9 level with reference to EMS?

Although the NCS Assessment Guidelines provides exemplars of assessment rubrics (DoE, 2007), this study revealed that educators from School 'B' were struggling in developing rubrics that would capture and assess the criteria. As a result, educators from School 'B' relied on using tools, which were inappropriate for assessing some of the tasks, such as memoranda instead of rubrics. However, educators from School 'A' were competent in developing rubrics that captured the relevant criteria. The NCS Assessment Guidelines further provide guidelines on how to allocate marks (DoE, 2007). However in both schools this study found that teachers were struggling in the allocation of marks. The Provincial memorandum stipulates that the principal must ensure that the HOD or senior teacher in the school has moderated at least a minimum of five of each assessment task for each learning area (GDE, 2008). However, this study found no evidence of inter-scorer reliability, and the portfolio analysis provided evidence of overrating of CASS marks.

According to Circular 60/2007 all formal tasks must be weighted equally, yet this research found there was a problem of weighting of marks, where tests weighted more than the other forms of assessments. However the mark allocated to learners were corresponding with the marks recorded in the mark sheet as a result that does not guarantee the reliability of CASS marks as there was no evidence that inter scorer reliability has occurred in the portfolios observed. Thus the above findings translated into doubts of the reliability of CASS marks.

How reliable are CTA marks at Grade 9 level with reference to EMS?

It seems as if CTA as implemented in the South African system is achieving its intended purpose, as it is being used as a summative instrument that should provide information on the validity and reliability of CASS. This study revealed that CTA was used as a model for GET assessment, and it was viewed as a valid instrument that

covered all the LO's and As's. Circular 60/2007 promulgates that Section B of the CTA will be conducted under examination conditions, according to the timetable provided by the National Department of Education (GDE, 2007). This study revealed that there was compliance in both schools and the District Office with regard to the implementation of CTA section 'B'. It was treated under strict examination conditions, similar to those for the senior certificate.

The provincial memorandum with regard to the Moderation of School-based Assessment and Common Task for Assessment (see Appendix A) is a copy of the provincial moderation tool for Grade 9 CTA section A, which requires moderators to comment about the content of CTA. The measures taken by the GDE might assist in addressing problems encountered at school during the administering of CTA. This study found that respondents from both schools criticized the standard of CTA as too high for the Grade 9 learners. This study further revealed that there was a link between CASS and CTA as the non-coverage of all Learning Outcomes and Assessment Standards during the implementation of CASS resulted in learners' inability to answer CTA questions. The study revealed that educators felt that there was no alignment between section 'A' and 'B', albeit it might be disputable as a result of non-coverage of LO 3 and its Assessment Standards.

Circular 60/2007 promulgates that monitoring teams consisting of Provincial and District officials will monitor the administering of CTA to ensure that schools adhere to the provisions of this circular, however this study found that the monitoring of CTA implementation was hampered by the shortage of labour force in the District Office. The facilitators indicated that they could only monitor 80% of schools during the implementation of CTA. Notwithstanding that CTA are not high stakes, Circular 60/2007 stipulates that principals should allow Learning Area educators to have access to the CTA at least one week before the administering dates, to ensure proper planning of resources and to familiarise educators with the content of CTA (GDE, 2007).

Although Circular 60/2007 permits teachers to access CTA before its actual implementation, to familiarise themselves with its contents, it says nothing about the role of District Officials with regard to discussion meetings with Learning Area

educators and the administration of CTA. This study revealed that there was lack of communication between schools and the District as educators were not guided with regard to the implementation of CTA. As Circular 60/2007 is silent about the role of District Officials with regard to the guidance and support in administering CTA, this research found that CTA marking guidelines created problems, the real mark allocation not being clearly indicated and so leading to inconsistency in marking. This inconsistency was exacerbated by out-of-field educators who had difficulty in interpreting suggested answers in the marking guidelines, and learners not being allocated marks for correct answers.

The provincial memorandum on Provincial Moderation of School-based Assessment and Common Task for Assessment promulgate the provision of time concessions for Learners with Special Needs (LSEN), with specific reference to the policy of inclusive education (GDE, 2008). Conversely, this study found that there was unanimous concern from respondents that the time allocated for administering CTA Section A was insufficient, and as a result there was inconsistency with regard to the implementation of CTA. In School 'A' learners were given extra classes after contact hours to complete the tasks, whereas in School B educators struggled with non-completion of CTA implementation and marking. The above findings translated into doubts with regard to the reliability of CTA marks. Circular 60/2007 addresses concessions for learners with special needs but the circular says nothing about concession time for learners who fall outside the scope of LSEN.

5.4 REFLECTION OF CONCEPTUAL FRAMEWORK BASED ON DATA

The conceptual framework of this study, as reflected in Chapter 2, was based on the System Theory Model, in which emphasis was placed on the relationship that existed between inputs-processes and outputs. The input factors of this study were qualifications and skills of educators, support from School Management Teams and the EMS facilitator, resources in the form of policies, assessment plans, learning programmes and staff development. The process factors were assessment strategies and practices, accurate assessment of CASS and CTA tasks, correct recording of

CASS and CTA marks and the development of high quality CASS tasks. Lastly, the output factors were authentic and valid CASS tasks, reliable CASS and CTA marks and learner achievement. In the discussion to follow I explore the relationship that existed among inputs-process-outputs of this study, based on the data collected.

5.4.1 Inputs

There were a number of inputs to be considered.

5.4.1.1 Qualifications and Skills of Educators

Studies indicated that educator quality characteristics, such as certification status and degree in the field, were positively correlated with student achievement (Darling Hammond, 1999). This study revealed that there was a positive relationship between educator qualification and competency of teachers. The HOD from School ‘A’, with a degree and further diploma in EMS, demonstrated competency in the development of learning programmes, rubrics, and other forms of assessments, such as projects and simulations. The HOD from School ‘B’, who had an out-of-field postgraduate degree, was not as competent in the development of learning programmes, tasks, assessment plans, rubrics or assessment plans. The data revealed that there was a positive relationship between the qualifications and the competency of educators, as educators who were outside the scope of the definition of a qualified teacher experienced difficulty in demonstrating the skills to develop learning programmes, assessment tasks, assessment rubrics and plans in EMS. The qualifications of educators had a serious impact on School ‘B’, as both the educator and the HOD were experiencing difficulties in the implementation of the NCS and the development of assessment tasks, plans, rubrics, and learning programmes.

Content knowledge of one’s subject area is vital, as one would easily remember and understand new information (Hollaway, 1995). However, this study revealed that teaching experience had insignificant relationship with educator competency, as two of the respondents had more than ten years of teaching experience in EMS yet had experienced difficulty in the demonstration of competency in the development of assessment task, plans, learning programmes and rubrics. Educator qualifications together with teaching experience had a significant relationship with educator

competency. Therefore, the study revealed that the qualification and skills of educators have a positive relationship with the processes and outputs. The respondent from School 'A' who had background knowledge of the subject was better able to grasp changes in the curriculum and assessment practices than those from School 'B.'

5.4.1.2 Support

By using their professional knowledge and skills to offer advice, guidance and help to educators (Greaney & Kelleghan, 1996), the EMS HODs have the ability to act as models of professional practice (Hollaway, 1995). In School 'A' there was evidence that the HOD tried much harder, but with less success, to act as a model of professional practice, having offered support to the EMS educator. The respondent, who was qualified in EMS, was therefore able to use her skills and knowledge in supporting educators. As a result, the HOD supported the EMS educator who, according to the data, was out of the scope of the definition of a highly qualified educator. By working with the educator on developing her professional practice by transferring and sharing the relevant knowledge and skills, the development of rubrics, learning programmes and holding regular meetings to discuss about the implementation of CASS and the NCS

In contrast, the HOD from School 'B' experienced difficulties to act as a model of professional practice due to lack of adequate professional knowledge and skills in EMS. Even though highly qualified, EMS was not her field. Thus, there was evidence that she had difficulties in offering support to the educators, as both respondents from School 'B' had demonstrated incompetent in the development of rubrics, learning programmes, assessment plans and assessment tasks. This resulted in the educator from School 'B' struggling with the implementation of CASS and the NCS, due to lack of appropriate and relevant support from the HOD. There was evidence that the EMS facilitator gave continuous support to the respondents in School 'B', but this support might not have benefited them.

The above discussion highlights that support must be coupled with professional knowledge to be effective. There was a positive relationship between the inputs and the processes and outputs of this study, as data revealed through the support from the HOD. The educator from School 'A' was able to use some of the assessment

strategies and practices by assessing learners correctly in the classroom, developing forms of assessment, and assessment tools to assess them. However, the lack of professional knowledge and skills by the HOD from School 'B' led to poor support. As a result of poor support, the educator from School 'B' experienced difficulty in using good assessment practices and strategies. There was inaccurate assessment of CASS as she had difficulty in developing relevant assessment tools for tasks, and the CASS tasks were of poor quality. These might have led to poor learner achievement as data revealed that learners in School 'B' performed badly in CASS and CTA. The lack of guidance from the facilitator led to the inability of respondents from both schools to develop assessment plans and tasks of high quality.

The quality standards for support were exercised in both schools by holding departmental meetings where educators were guided on the implementation of CASS. In School 'A' it was effective as educators were guided on how to develop lesson plans, and discussions were held on the number of assessment activities to be done per term. However, in School 'B' the results of the quality standards for support was not beneficial to educators as the HOD also experienced problems in the implementation of CASS. Additionally, respondents experienced these difficulties as the EMS facilitator had not held meetings to guide the educators on how to develop assessment plans and tasks of high quality.

5.4.1.3 Resources

The District Officials should provide schools with the necessary assessment policies, namely: National Protocol for Recoding and Reporting, NCS Assessment Guidelines, and the National Curriculum Statement. In addition to the provision of policies, the DoE should ensure that each school has developed learning programmes and assessment plans in each Learning Area. Therefore, the Learning Area facilitator should ensure that policies and learning programmes are implemented effectively in schools. It was evident in this study that teachers were in possession of the NCS policies that guided them in the development of learning programmes, learning (work-schedules) for teaching EMS, as relevant Learning Outcomes and Assessment Standards were addressed. However, the assessment guidelines were not available for use by educators when this study was conducted, which may have resulted in the poor

selection of the various forms of assessment. The tests were dominant, and the lack of assessment plans was evident.

Quality control is the standard for ensuring that appropriate learning programmes and assessment plans were developed at school; and monitoring of the quality standard ensures the effective implementation of learning programmes, policies and assessment plans. This study revealed that the quality control of the content of learning programmes was conducted at District level. Schools whose learning programmes were rejected at the quality control stage were provided with learning programmes which were approved. The facilitator gave schools formal written feedback on the quality of the learning programmes. It was evident that the facilitator monitored some of the schools to establish whether the learning programmes were implemented effectively. However, monitoring was cited as a challenge by the facilitator, who highlighted the impossibility of visiting all schools due to the number allocated to him. The lack of follow-up meetings to establish the effectiveness in the implementation of learning programmes resulted in teachers' non-coverage of all Learning Outcomes and Assessment Standards.

There was a relationship between inputs-processes-outputs of the study, as data provided evidence that the quality of learning programmes was assured, thereby allowing educators to teach the correct content in the classroom. However, the lack of monitoring of the implementation of learning programmes has resulted in the non-coverage of other LO's and AS's during CASS, and the lack of assessment plans where the Learning Outcomes and Assessment Standards might have been spread throughout the CASS implementation. The implications thereof were inaccurate assessment of CASS, which led to inaccurate assessment of CTA with learners not coping. Therefore, learner achievement was affected negatively, due to the non-coverage of all Assessment Standards and CTA not covering all the Learning Outcomes and Assessment Standards. This meant that the standard of CTA was too high for learners, exposed as they were to the content for the first time. These findings created some doubt with regard to the validity of CASS tasks and the reliability of CASS and CTA marks.

5.4.1.4 Professional Development

Staff development is aimed at raising standards through updating teachers' skills to enable them to keep pace with the best practices (Mac Mahon, 2005). Jacobs (2004) argued that no educator can remain a good educator if he or she does not continue to learn current information in their subject area and related disciplines. Educators need to be up-to-date with the new developments in their learning area of specialisation. Staff development activities were created by the DoE, where educators were trained on the implementation of the NCS and the development of learning programmes. However, the once-off five days of training was not effective, with educators feeling that follow-up workshops were desired to enable them to improve the implementation of learning programmes and CASS.

The once-off training might not have provided educators with the opportunity to update their skills, or enabled them to keep pace with best practices. They were experiencing problems with the effective implementation of learning programmes and CASS. Additionally, the lack of provision of follow-up workshops resulted in poor application of knowledge and skills acquired during the training. This was exacerbated by the use of inappropriate assessment strategies and practices, and the development of tasks that only assessed lower order cognitive levels.

This research revealed that procedures for recording and reporting were not in compliance with the National Protocol on Recording and Reporting. For instance, in School 'B' class-works given under uncontrolled conditions were recorded as formal tasks. The NCS Assessment Guidelines further stipulate that even though teachers use both formal and informal assessments in CASS, only formal activities or tasks will be recorded for progression requirements (DoE, 2007). However, in School 'A' there was compliance with the National Protocol on Recording and Reporting and the NCS Assessment Guideline as only formal tasks were recorded for promotion purposes.

Literature on staff development has demonstrated that difficulties in the implementation and the frequency of the use of powerful teaching and assessment strategies have been a product of weak pre-service and in-service training programmes, rather than the learning abilities of teachers (Mc Mahon, 2005). It was evident from the data collected that there was corroboration between concepts used in

the open system theory model of this study. The lack of provision of intensive training to educators might have contributed to the poor implementation of learning programmes and inappropriate assessment practices and strategies.

5.4.2 Processes

The processes can be broken down as follows.

5.4.2.1 Assessment practices and strategies

Assessment is a process whereby data is discovered, collected and deduced about a learner's attainment, as measured against nationally approved outcomes for a particular phase of learning (DoE, 1998). There are four steps involved during the assessment process, namely: producing and accumulating evidence of achievement, assessing this evidence against outcomes, recording the findings of this evaluation and utilizing this data to facilitate the learner's growth and enhance the teaching and learning process (DoE, 1998). Assessment strategies and practices in this context refer to different methods and tools (Kortze, 2005).

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band gives a definition of assessment strategies as the approaches taken to assess a learner's performance, using a number of assessment forms appropriate to the task and the level of the learners' understanding (DoE, 2007). Hence teachers may use a variety of assessment strategies to measure learner performance. These are some assessment strategies, types and forms of assessments that work best in EMS: projects, research, role play, simulation, presentation, test, assignment, case study and practical demonstration (DoE, 2003). The NCS Assessment guideline states that the varied forms of assessment must be used across the three assessment tasks and teachers should ensure that the form is suitable for the task and learner context.

Yet, distressingly, this study found that educators are not yet acquainted with assessment within the NCS framework. In addition, this study revealed that teachers are still struggling to develop tasks, with the dominant form of assessment being tests as indicated in Chapter 4, Section 4.2.2.3. It was evident that educators had a

theoretical understanding of what a task entails, but the organisation of the portfolio showed that the old format of portfolio arrangements were still being utilised. Tests were grouped together with other similar forms and the arrangement of the portfolio did not bear a resemblance to three or more forms of assessment in a term. In some instances, where projects and assignments were given, the contents of these forms of assessment did not differ from those of a test.

The various assessment tools are listed as checklists, observations and memoranda, and the assessment tools chosen should be relevant to the task (DoE, 2007). Data revealed that educators were not adequately capacitated to develop assessment tools appropriate for the tasks, with respondents in School 'B' demonstrating incompetence with regard to the development of rubrics. The dominance of the use of memoranda in almost all tasks, rather than rubrics, gave further evidence that teachers were ill-equipped in developing ones that could assess and capture the relevant criteria.

The definition of assessment provided by the DoE (1998) stipulates four steps, the final one of which requires teachers to utilise the data collected on learners' performance to assist the their development and enhance the teaching and learning process. This study found that in neither school were learners provided with constructive feedback that could enhance and improve their performance, as educators were ill-equipped to develop strategies that would assist those who were experiencing learning problems. This was because the tests and tasks that assessed knowledge and understanding were dominant forms of assessment.

Therefore, the quality standards for assessment practices and strategies would be the provision of workshops on the implementation of assessment guidelines and the conducting of class visits by the HODs. These would aim to ensure that educators had selected appropriate assessment methods according to the work-schedule, and that the lesson plans addressed the same assessment methods as per work-schedule. This study has revealed the non-existence of workshops on the implementation of assessment guidelines, and a lack of evidence that class visits were conducted.

Data revealed that educators were struggling to use the assessment methods and tools as planned in work-schedules that had been approved by the District Office but in turn

were not being put into practice. Therefore, the data supports the framework as educators were not adequately capacitated to utilise and develop assessment tools and strategies. As a result, this impacted negatively on the assessment practices in the classroom and led to poor performance of learners. The educators were not adequately capacitated to develop assessment strategies that catered for all learners.

5.4.2.2 Development of high quality tasks

Circular 60/2007 stipulates that it is the role of the School Management Team to ensure that internal moderation takes place, and that the HOD should monitor and verify the quality of assessment tasks (GDE, 2007). Quality standards for CASS tasks could have been achieved through moderation of assessment tasks by the HOD, so as to validate the content, and ensure that educators had covered all the relevant LO's and AS's, as per the work-schedule. The HOD should check the assessment tools for content validity and the allocation of marks per activity, for instance whether the mark allocated was appropriate for the activity given. The facilitator might have used the cluster moderation on a quarterly basis to verify that school-based assessments were of the appropriate standard and quality.

This study found that there was no evidence that assessment tasks were moderated to validate their content before assessment could occur at school level. Educators developed tasks that required memorisation and recall of information, thus most assessed cognitive skills that Bloom's taxonomy classifies as being of a lower order level. In addition, the study revealed that the content coverage was not pleasing, as neither school addressed all the Learning Outcomes and Assessment Standards during the development of tasks. Moderation occurred at the end of assessment, where the HODs wanted to check the number of forms of assessment covered per term, but was not concerned about the quality of tasks developed. As a result, the feedback on the number of formal assessments addressed might not have improved teacher assessment practices.

The lack of training and follow-up workshops on the implementation of work-schedules from the inputs factors resulted in poor development of assessment tasks, and finally contributed to the lack of validity of those tasks. Most Assessment

Standards were not addressed, therefore there was corroboration between the concepts used in the open system theory model of this study.

5.4.2.3 Correct recording and reporting

The purposes of recording learner performance include, amongst other factors, the provision of regular and constructive feedback to learners, which should be developmental in nature (DoE, 2007). The data collected revealed that the purpose of recording and reporting was not achieved, with learners not being given constructive feedback that would enhance their performance. Feedback was only provided in the form of marks, which neither informed their learning nor, consequently, enhance their performance. There was evidence that the results of learner performance were not used to inform the planning of teaching and learning activities, with educators being ill-equipped to develop intervention assessment strategies to improve learner performance. Hence they complained about the time allocated to teach EMS as inadequate for allowing them to provide assistance to learners.

The quality standards for recording and reporting would have been achieved had the marks allocated to learners been subjected to the process of inter-scorer reliability before being entered on the final mark sheets. However, even though the educators had entered the CASS and CTA marks correctly in the mark sheets, the marks and codes appearing therein did not guarantee reliability or authenticity.

5.4.3 Outputs

There were a number of significant findings related to outputs.

5.4.3.1 Valid and Authentic CASS Tasks

Moskal and Leydens (2000) viewed content-related validity as being concerned with the extent to which the assessment instrument adequately samples the content domain. Authentic assessment aims at assessing knowledge, skills, values and attitudes in contexts that closely resemble actual situations in which knowledge and those skills, values and attitudes are used (DoE, 2007). This study found that respondents were able to align Learning Outcomes and Assessment Standards so that valid inferences could be drawn about student performance, because they developed assessment

instruments that addressed the relevant content. In some tasks educators developed tasks that resembled real situations, although most of the tasks teachers relied on used tests as the main form of assessment.

This study has revealed that educators have not yet developed competencies in the development of CASS tasks of high quality, because the training offered by the facilitator might not have been effective. The study revealed that respondents were struggling with the development of assessment instruments that would allow them to draw valid inferences about the extent to which learners have achieved curriculum outcomes (Killen, 2003). The study further revealed that respondents have not addressed all the Learning Outcomes and Assessment Standards within the process of CASS implementation. This has resulted in the failure of the assessment instruments to adequately sample the content domain.

During the external moderation process an attempt was made to evaluate the content validity of tasks, because the tool required moderators to rate the extent to which the Assessment Standards were addressed. However moderators had difficulty in the utilisation of the moderation instruments since the training provided by the facilitator might not have been effective. Thus there was a positive relationship between inputs-process-outputs of the study. The lack of proper training and support from the facilitator in the input factors resulted in poor development of tasks in the process factors and finally led to lack of validity and authenticity of CASS tasks.

5.4.3.2 Reliable CASS and CTA marks

The study focussed mainly on inter-scorer reliability, which may be achieved through the process of allowing two or more scorers to score the same task. If both scorers obtain a similar score then the results are said to be reliable (Moskal & Leydens, 2000). The quality standards for inter-scorer reliability would have been achieved through the process of moderation. The HOD should have re-marked the tasks to ensure their reliability in both CTA and CASS. It is the HOD's duty to verify that the marks allocated to learners correspond with those entered in the mark sheets. The HOD must ensure that the CASS and CTA marks have been correctly calculated.

The lack of moderation of assessment tools by the HODs resulted in overrating of marks, which translated into a doubt as to the reliability of the CASS marks. Consequently, inter-scorer reliability of CASS and CTA was not ensured at school, cluster or provincial moderation level. These findings translate into doubts as to the reliability of CASS and CTA marks. The provincial moderation tool addressed the aspects of reliability by ensuring that moderators have to check the correspondence between the marks obtained by learners and those entered in the mark sheet. However, that alone would not guarantee the reliability of the final CASS and CTA marks.

5.4.3.3 Improved learner achievement

International studies revealed that learners learn more from educators who had course work degrees (Wayne & Young, 2003), the implication of which would be that learner achievement in EMS might have been improved if the respondents were better qualified in EMS. Data revealed that the HOD in School 'A' had a bachelor's degree and a further diploma in EMS, and so was better able to grasp the demands of the new curriculum and transfer the skills to the educators than the respondent who was the HOD in School 'B' and who was out of field. There was a link between educator's qualifications and learner achievement, as evidence by respondents from School 'B' who did not have a highly qualified educator and so experienced problems of poor learner performance in EMS.

Literature indicated that improved learner achievement could be enhanced by investment in improving the quality of teaching and schooling rather than testing programmes alone. The study found that educators were not adequately supported with regard to the curriculum implementation, and as a result most Assessment Standards were not addressed. This translates into doubts over the quality of teaching and learning that took place in the classroom. Regarding the issue of time allocation in EMS, the respondents complained that it was impossible for them to provide quality teaching and learning. There was corroboration between the concepts used in the open system theory model of the study, with the lack of support and monitoring with regard to the implementation of learning programmes in the input factors resulting in poor implementation and non-coverage of all Assessment Standards in the process factors. This in turn thus led to poor learner achievement, with learning experienced difficulties in answering CTA tasks.

The framework used in this study succeeded in addressing aspects under study, therefore the framework will remain unchanged.

5.5 RECOMMENDATIONS

A number of recommendations can be made, based on the findings of the research.

5.5.1 Recommendation for Quality Assurance Mechanisms

The GDE should intensify the quality assurance mechanisms used in CASS and CTA:

- Provision of more time for moderation of CASS and CTA and ensuring that there is moderation of the content of CASS tasks to enhance the validity of those assessment tasks.
- The double marking system should be used to enhance reliability of CASS and CTA tasks.
- There should be training for facilitators, educators and HoDs with regard to moderation.
- The moderation process must be monitored at school level by the school principals and at cluster level by the assessment facilitators.
- The moderation reports should serve as evidence that moderation has occurred at school and cluster level, and should be included in the educators' portfolios. The moderation tools that will address the validity and reliability of CASS tasks should be developed.
- Consensus moderation can still be used on a quarterly basis, for the first three terms.
- Appointment or use of qualified educators to conduct provincial moderation of CASS and CTA.

5.5.2 Recommendations for Policy and Practice

- The DoE should provide clear definitions of concepts in the glossary and revise the use of concepts interchangeably in the assessment guidelines.

- The assessment guidelines should contain exemplars of a variety of rubrics, teacher assessment plan, annual assessment programme, and assessment tasks.
- A review should be made of the notional time allocated for teaching Economic and Management Science by considering the division of Accounting from the EMS learning area, to accommodate out-of-field educators and to give learners sufficient content background in preparation for the Further Education and Training Band.
- The DoE must consider the development of the common learning programme to enhance the comparability and standardisation of CASS tasks.
- The DoE should develop a common assessment plan and assessment tasks for schools by prescribing the variety of forms of assessments to be covered, and creating weighting guidelines for the learning area.
- Finally, consideration should be made of the appointment of adequate personnel for effective monitoring of CASS and CTA implementation.

5.5.3 Recommendations for Staff Development Initiatives

- Assessment training should be organised to capacitate educators with regard to the development of assessment tasks.
- Training should focus on capacitating educators on the employment of assessment tasks developed by the DoE through the use of the skills of qualified educators in EMS and facilitators.
- Educators must be capacitated with regard to the development of assessment plans and assessment tool (rubrics).
- Provision of in-service training to out of field educators, and training should focus on the implementation of assessment policies.
- Educators should be capacitated with the skills and knowledge needed for intervention strategies for learners who are experiencing learning problems.

5.5.4 Recommendations for Schools

- Internal moderation should be conducted on a continuous basis. HODs must moderate the content validity of assessment tasks and assessment tools before assessment can occur.

- HODs must moderate CASS and CTA tasks for reliability by employing a double marking system.
- HODs have to conduct class visits to monitor the implementation of learning programmes and assessment plans.
- HODs have to provide educators with written feedback that addresses the quality of tasks to improve teacher assessment practices.
- The school principal must request moderation reports from educators to monitor the attendance of cluster moderation; and to obtain moderation reports from HODs, which will serve as evidence that internal moderation has occurred.
- HODs should conduct consensus moderation whereby educators will be engaged in the moderation process to improve educators' assessment practices.

5.7 CONCLUSION

The use of a qualitative research approach and the case study contributed to the collection of rich descriptive data. The collection methods employed in conducting this study (semi-structured interviews, observation and content analysis of portfolios) yielded the most significant data that addressed all the research questions of this study. It was evident that quality assurance mechanisms used in CASS and CTA were not effective on all levels. The technical requirements of portfolios were addressed at school and cluster level. The once-off cluster moderation which occurred at the end of the last quarter resulted in poor portfolio management. The provincial moderation tool failed to yield the relevant data as moderators were ill-equipped to employ the provincial moderation tool.

The present study confirmed the findings of previous ones (Govender, 2005; DoE, 2004; Brombacher, 2004) that educators were ill-equipped in developing tasks of high quality and appropriate assessment tools. The lack of monitoring and follow-up workshops with regard to the implementation of learning programmes led to non-coverage of all assessments standards and a lack of assessment guidelines resulted in poor assessment planning. The lack of assessment planning resulted in the use of tests

as the principal form of assessment. Various factors contributed to the lack of validity and reliability of CASS and CTA marks, namely over rating of CASS marks, CTA marking guidelines and teacher content knowledge and the lack of inter scorer reliability. Finally, the high standard of CTA was attributed to the non-coverage of the content of EMS as learners experienced difficulties in answering questions correctly. All the respondents complained about the time allocated for teaching EMS and the implementation of CTA Section 'A' as inadequate.

Lastly, the conceptual framework employed in this study was relevant, with evidence indicating that there was a direct relationship between inputs-processes-outputs. A highly qualified EMS teacher was able to employ good assessment practices and provide good support to the educator who was teaching out of his/her field. The lack of qualifications and skills of teachers, the non-provision of support by HODs and the lack of adequate workshops from facilitators, contributed to poor assessment practices, poor rubric design, development of poor quality tasks, and incompetence in developing intervention strategies to assist learners. As a result, this has led to a lack of validity of CASS tasks and poor learner achievement.

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APPENDICES

APPENDIX A: PERMISSION LETTER TO PARENTS OF LEARNERS

E.F Ramotlhale
442 Braam Pretorius Street
Magalieskruin
Pretoria
0150

Tel: 012 543 1471
Fax: 012 713 0811
Mobile: 082 588 3702

TO THE PARENTS OF LEARNERS

A REQUEST TO USE THE LEARNERS PORTFOLIO

Quality assurance of CASS and CTA is in the developmental stages at Grade 9 level. As part of my Masters Degree at the University of Pretoria, I'm conducting research on the quality assurance mechanisms involved in CASS and CTA at Grade 9 level. Research in this area is important to ensure that Economic and Management Science educators are competent in developing valid assessment tasks, and award reliable CASS and CTA marks. Therefore the use of your child's portfolio will provide first hand information on the validity of CASS tasks and reliability of CASS and CTA marks.

All information gathered through the analysis of your child's portfolio will be treated with confidentiality. Participation in this study is voluntarily.

Your cooperation in this regard will be highly appreciated.

Yours truly,
E.F Ramotlhale

APPENDIX B: PERMISSION LETTER TO THE DISTRICT FACILITATOR

E.F Ramotlhale
442 Braam Pretorius Street
Magalieskruin
Pretoria
0150

Tel: 012 543 1471
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Mobile: 082 588 3702

TO THE ECONOMIC AND MANAGEMENT SCIENCE FACILITATOR

INTERVIEW SCHEDULE ON QUALITY ASSURANCE MECHANISMS USED IN CONTINUOUS ASSESSMENT "CASS" AND COMMON TASK OF ASSESSMENT "CTA"

Quality assurance of CASS and CTA are in the developmental stages at grade 9 level. As part of my Masters Degree at the University of Pretoria, I'm conducting research on the quality assurance mechanisms involved in CASS and CTA at grade 9 level. Research in this area is important to ensure that Economic and Management Science educators are competent in developing valid assessment tasks, and award reliable CASS and CTA marks. First hand information on the quality assurance mechanisms involved in CASS and CTA will be useful in understanding how valid are the CASS tasks, and how reliable are the CASS and CTA marks awarded to grade 9 learners.

All information supplied through this interview will be treated with confidentiality. Permission is also requested to use a recording device in conducting this interview, for the purpose of credibility and authenticity. Participation in this study is voluntarily.

Your time and cooperation will be highly appreciated.

Yours truly,
E.F Ramotlhale

APPENDIX C: PERMISSION LETTER TO THE DEPARTMENTAL HEADS

442 Braam Pretorius Street
Magalieskruin
Pretoria
0150

Tel: 012 543 1471
Fax: 012 713 0811
Mobile: 082 588 3702

TO: ECONOMIC AND MANAGEMENT SCIENCE DEPARTMENTAL HEADS

INTERVIEW SCHEDULE ON QUALITY ASSURANCE MECHANISMS USED IN CONTINUOUS ASSESSMENT "CASS" AND COMMON TASK OF ASSESSMENT "CTA"

Quality assurance of CASS and CTA are in the developmental stages at Grade 9 level. As part of my Masters Degree at the University of Pretoria, I'm conducting research on the quality assurance mechanisms involved in CASS and CTA at grade 9 level. Research in this area is important to ensure that Economic and Management Science educators are competent in developing valid assessment tasks, and award reliable CASS and CTA marks. First hand information on the quality assurance mechanisms involved in CASS and CTA will be useful in understanding how valid are the CASS tasks, and how reliable are the CASS and CTA marks awarded to grade 9 learners.

All information supplied through this interview will be treated with confidentiality. Permission is also requested to use a recording device in conducting this interview, for the purpose of credibility and authenticity. Participation in this study is voluntarily.

Your time and cooperation will be highly appreciated.

Yours truly,
E.F Ramotlhale

APPENDIX D: PERMISSION LETTERS TO EDUCATORS

442 Braam Pretorius Street
Magalieskruin
Pretoria
0150

Tel: 012 543 1471
Fax: 012 713 0811
Mobile: 082 588 3702

TO: ECONOMIC AND MANAGEMENT SCIENCE EDUCATORS

INTERVIEW SCHEDULE ON QUALITY ASSURANCE MECHANISMS USED IN CONTINUOUS ASSESSMENT "CASS" AND COMMON TASK OF ASSESSMENT "CTA"

Quality assurance of CASS and CTA are in the developmental stages at Grade 9 level. As part of my Masters Degree at the University of Pretoria, I'm conducting research on the quality assurance mechanisms involved in CASS and CTA at grade 9 level. Research in this area is important to ensure that Economic and Management Science educators are competent in developing valid assessment tasks, and award reliable CASS and CTA marks. First hand information on the quality assurance mechanisms involved in CASS and CTA will be useful in understanding how valid are the CASS tasks, and how reliable are the CASS and CTA marks awarded to grade 9 learners.

All information supplied through this interview will be treated with confidentiality. Permission is also requested to use a recording device in conducting this interview, for the purpose of credibility and authenticity. Participation in this study is voluntarily.

Your time and cooperation will be highly appreciated.

Yours truly,
E.F Ramotlhale

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

APPENDIX E: PERMISSION LETTER TO THE DISTRICT

442 Braam Pretorius Street
Magalieskruin
0150
12 November 2007

Enquiries: Tel (012) 5431471
Cell: 0825883702

The District Director
Tshwane North District
C/R Bosman & Pretorius Street
Pretoria
0001

Dr Human

REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR MASTERS DEGREE IN QUALITY ASSURANCE AND ASSESSMENT IN EDUCATION & TRAINING

I herewith request permission to conduct research in your District. I'm an educator in your District and pursuing my Master's Degree in Quality Assurance and Assessment in Education and Training at the University of Pretoria. I'm studying under the supervision of Dr Vanessa Scherman- correspondence can be made with her at this number
(012) 420 2498.

I would like to conduct research in two purposefully selected schools under your jurisdiction. The purpose of the study is to investigate the quality assurance mechanisms used in CASS and CTA at Grade 9 level with reference to Economic and Management Science. Furthermore, permission is also requested to visit the moderation centre for EMS to conduct observations of the process of moderation.

Again, educators and learners portfolios from the two schools are requested for content analysis; and to conduct interviews with the EMS facilitator, two EMS HOD's and two educators from the two schools mentioned above.

I hereby assure the district office of the confidentiality of information and anonymity of all respondents taking part in this study. In completion of this study, I will be willing to share the findings of this research with your district.

I hope that my request will be taken into serious consideration; your prompt response is anticipated.

Yours sincerely

_____

Ramothlale E.F. (Researcher)

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

APPENDIX F: PERMISSION LETTERS TO SCHOOL A & B

442 Braam Pretorius Street
Magalieskruin
0150

Enquiries: Tel (012) 5431471
Cell: 0825883702

14 November 2007

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR MASTERS DEGREE IN QUALITY ASSURANCE AND ASSESSMENT IN EDUCATION & TRAINING

I herewith request permission to conduct research in your school. I'm pursuing my Master's Degree in Quality Assurance and Assessment in Education and Training at the University of Pretoria. I'm studying under the supervision of Dr Vanessa Scherman- correspondence can be made with her at this number (012) 420 2498. The purpose of the study is to investigate the quality assurance mechanisms used in CASS and CTA at grade 9 level with reference to Economic and Management Science.

I request permission to utilize the EMS educator's portfolio and one learner's portfolio for content analysis; and to conduct interviews with the departmental head for Economic and Management Science, and one Grade 9 EMS educator. I hereby assure the school of the confidentiality of information and anonymity of all respondents taking part in this study. In completion of this study, I will be willing to share the findings of this research with your department of Economic and Management Science.

I hope that my request will be taken into serious consideration; your prompt response is anticipated.

Yours sincerely
Ramothlale E.F. (Researcher)

APPENDIX G: CONSENT FORMS TO PARENTS OF LEARNERS

CONSENT FORM FOR PARENTS OF LEARNERS:
16 November 2007

I understand that this research aims to explore the quality assurance mechanisms involved in Continuous Assessment (CASS) and Common Task for Assessment (CTA) in Economic and Management Science at grade 9 level. I also understand that the information gathered from this study will make a meaningful contribution to the researcher t understand the challenges faced by educators with regard to assessment at grade 9, in this study " To investigate the appropriateness of CASS and CTA as assessment models for the General Education and Training Certificate with specialization in Economic and Management Science."

The information obtained from the portfolio analysis will be used by the researcher to complete her Master Degree in Quality Assurance and Assessment with the University of Pretoria. I allow the researcher to utilize my child's EMS portfolio in this research. The researcher informed me that the anonymity, and confidentiality of information gathered in portfolios will be maintained. The researcher will make sure that the right to privacy to all participants is respected.

I also understand that participation in this study is not compulsory but voluntarily and I therefore have the right to withdraw my child's portfolio from this research at any point in time if I feel like doing so. I hereby declare that I was not coerced nor promised any incentives in order to give the researcher permission to use my child's portfolio in this research, and I did it out of my free will.

If I need to find more information about this research I may contact the researcher at the following numbers:

Ramotlhale Lizzy (012) 543 1471 Cell: 082 588 3702
Ms Scherman (Supervisor) 012 420 24 98 –University of Pretoria

I _____parent of _____in Grade 9 at

_____School grant the researcher permission to use my child's portfolio for her study purposes.

Signature:_____

Date: _____

Relation to the child:_____

APPENDIX H: CONSENT FORMS FOR EDUCATORS

CONSENT FORM FOR EDUCATORS:

16 November 2007

I understand that this research aims to explore the quality assurance mechanisms involved in Continuous Assessment (CASS) and Common Task for Assessment (CTA) in Economic and Management Science at grade 9 level.

I also understand that the information gathered from this study will make a meaningful contribution to the researcher to understand the challenges faced by educators with regard to assessment at grade 9, in this study " To investigate the appropriateness of CASS and CTA as assessment models for the General Education and Training Certificate with specialization in Economic and Management Science." The information obtained from the portfolio analysis and interview schedule will be used by the researcher to complete her Master Degree in Quality Assurance and Assessment with the University of Pretoria.

I'm prepared to participate in this interview. I understand that the interview will be tape recorded and transcribed, and that the tape recorder will be used to help the researcher store authentic information. The researcher informed me that the anonymity, and confidentiality of information gathered in portfolios, tapes and notes will be maintained. The researcher will make sure that the right to privacy to all participants is respected.

I also understand that taking part in this study is not compulsory but voluntarily and I therefore have the right to withdraw from this research at any point in time if I feel like doing so. I hereby declare that I was not coerced nor promised any incentives in order to participate in this research, and I did it out of my free will.

If I need to find more information about this research I may contact the researcher at the following numbers:

Ramotlhale Lizzy Tel: (012) 543 1471 Cell: 082 588 3421
Dr. V Scherman (Supervisor) Tel: 012 420 2498 –University of Pretoria

Name:_____

School:_____

Signature:_____

Date: _____

Designation: _____

APPENDIX J: INTERVIEW SCHEDULES FOR PARTICIPANTS

INTERVIEW SCHEDULE FOR ECONOMIC AND MANAGEMENT SCIENCE: EDUCATORS (J1)

1. Tell me about your qualifications in relation to Economic and Management Science, your subject specializations in EMS, and your teaching experience of EMS at grade 9?

2. How is moderation conducted at your school in Economic and Management Science? (When, what is the procedure followed?).

3. Does the Head of Department engage you in the process of moderation? What guidance is provided?

4. Can you perhaps elaborate on the type of feedback you receive on moderation?

5. Tell me about the training that you have received on moderation during the provincial moderation of CASS?

6. How do you go about developing assessment tasks and assessment plans in EMS?

7. How would you rate your competency in developing assessment tasks and assessment plans in EMS?

8. Tell me how do you develop assessment rubrics?

9. Can you comment about you competency in the development of assessment rubrics in EMS?

10. How do you go about developing learning programmes (learning area framework and work schedule) in EMS?

11. How would you rate your competency in developing learning programmes in EMS?

12. Tell me about the feedback from the District on moderation?

13. Can you tell me more about how marks were allocated?

14. What do you think the challenges are on the implementation and the moderation process of CASS and CTA?

15. How do you think the process can be improved?

INTERVIEW SCHEDULE OR ECONOMIC AND MANAGEMENT SCIENCES:
DEPARTMENTAL HEADS: (J2)

1. Tell me about your qualifications in relation to Economic and Management Sciences, your subject specialization and your teaching experience in relation to EMS at Grade 9 level?

2. What guides you on how to conduct moderation in EMS?

3. Can you elaborate on the involvement of EMS educators during the moderation process at school?

4. Can you elaborate on the type of feedback that you give to your EMS educators?

5. Tell me about the training that you have experienced during external moderation?

6. Can you elaborate on how marks were allocated?

7. Can you perhaps elaborate on the type of feedback that you received from the District?

8. How do you develop assessment tasks and assessment plans?

9. How do you rate your competency in the development of assessment tasks and assessment plans?

10. How did you develop your learning programmes (work schedule and learning area framework) in EMS?

11. How do you rate your competency in the development of learning programmes in EMS?
12. How do you develop assessment rubrics?

13. How do you rate your competency in developing assessment rubrics in EMS?

14. How do you develop teacher assessment plan in EMS?

15. How do you rate yourself in developing teacher assessment plan in EMS?

16. What do you think the challenges were with regard to the implementation and moderation process of CASS and CTA?

17. How do you think the process can be improved?

INTERVIEW SCHEDULE FOR THE ECONOMIC AND MANAGEMENT SCIENCE FACILITATOR: (J3)

1. Tell me about your qualifications in relation to EMS, your subject specializations and your experience in facilitating at EMS grade 9 level?

2. Can you elaborate on policies that regulate how moderation should be conducted at school level?

3. What type of moderation tools are there to conduct internal moderation at school level?

4. Can you elaborate on the type of training provided to EMS educators on how to conduct moderation?

5. Can you elaborate on how the moderation of CASS and CTA were conducted in EMS?

6. Tell me a bit about the type of feedback provided to EMS educators on the moderation process?

7. In your opinion, can you provide details on the competency of EMS educators on how to conduct moderation?

8. In, your opinion, can you comment about the competency of the EMS educators with regard to the development of learning programmes?

9. Can, you perhaps give your opinion on the competency of EMS educators in the development of assessment tasks, assessment plans and rubrics?

10. What are the moderation procedures used for learning programmes, assessment tasks and plans of educators in EMS?

11. What quality assurance mechanisms used during the moderation of CASS and CTA?

12. What do you think the challenges are with regard to the implementation and moderation process of CTA and CASS?

13. How do you think the process can be improved?

APPENDIX K: RUBRIC TO EVALUATE PORTFOLIOS

THIS RUBRIC WILL BE USED TO EVALUATE THE GRADE 9 LEARNERS AND EDUCATORS PORTFOLIOS FOR ECONOMIC AND MANAGEMENT SCIENCE:

CRITERIA	1	2	3	4
1.Relevancy of the content: -Content addresses learning outcomes & assessment standards	No alignment between the learning outcomes and assessment standards	Partial alignment between learning outcomes and assessment standards.	There is alignment in most of the learning outcomes and assessment standards with fewer errors.	There is alignment in all the learning outcomes and assessment standards addressed.
2. Content coverage: All learning outcomes addressed throughout the CASS process.	Learning outcomes and assessment standards not addressed.	Learning outcomes and assessment standards were partially addressed throughout the CASS process.	Most learning outcomes and assessment standards were addressed throughout the CASS process.	All learning outcomes and assessment standards were addressed throughout the CASS process.
3. Bloom's taxonomy -knowledge -comprehension -application and analysis -synthesis and evaluation	Knowledge: Items requires learners to recall facts, such tasks include items such as (name, define, list, label, write, describe).	Comprehension: Items that requires a low level of understanding like: (match, illustrate, describe, give examples, interpret and distinguish).	Application and analysis: Items that requires the use of abstract information and the ability to examine information systematically. (E.g. demonstrate, apply, classify, compare, analyse, categorize, and calculate).	Synthesis and evaluation: Tasks that requires learners to construct something, and the ability to make judgment. (E.g. plan, adapt, develop, organize, design, assess, criticise, argue, justify).
4. Relevancy of assessment tools: (rubrics; checklists; Observation sheet)	Assessment tools do not match the assessment task.	Assessment tools partially match the assessment task.	Assessment tools match most of the assessment tasks.	All the assessment tools are relevant and match the entire assessment tasks.

5. Implementation of assessment tools:	There is no evidence of employment of the assessment tools.	Some of the tools were employed.	Evidence of the employment of most assessment tools.	Evidence of employment of all the assessment tools.
6. Development of assessment tasks; -(3 or more forms of assessments)	Inability to develop assessment tasks that contain a variety of forms of assessment.	Can develop assessment tasks that contain some of the forms of assessment with more errors.	Can develop assessment tasks that contain a variety of forms of assessment with less error.	Ability to develop assessment tasks that contain a variety of forms of assessment with no errors.
7. Evidence of feedback to learners	No evidence that feedback was given to learners.	Some evidence of feedback given to learners but will not improve learner performance.	Feedback given will improve some of the aspects of learner performance.	Feedback given will improve learner performance.
8. Evidence of internal moderation	There is no evidence that internal moderation has taken place.	There is evidence of internal moderation but will not improve teacher assessment practice.	There is evidence of moderation but may improve some of the aspects of teacher assessment practice.	There is evidence of internal moderation which will improve teacher assessment practice.
9. Evidence of external moderation	There is no evidence of external moderation.	There is evidence of external moderation but will not improve teacher assessment practice.	There is evidence of external moderation which may improve some of the aspects of teacher assessment practice.	There is evidence of external moderation which will improve teacher assessment practice.
10. Overrating of marks allocated to learners.	There is evidence of overrating of marks awarded to learners.	There are more instances of overrating of marks	There is evidence of fewer instances of overrating of marks allocated to learners.	There is no evidence of overrating of marks allocated to learners.
11. Underrating of marks allocated to learners.	There is evidence of underrating of marks allocated	There are more instances of underrating of marks allocated	There is evidence of fewer instances of underrating	There is no evidence of underrating of marks allocated

	to learners.	to learners.	of marks allocated to learners.	to learners.
12. Evidence of recording of marks: (Marks awarded to learners correspond with the recording sheet.)	Mark allocated to learners do not correspond to the recording sheet.	Some of the allocated marks correspond with the recording sheet.	Most of the marks allocated to learners correspond with the recording sheet with less error.	All marks allocated to learners correspond with the recording sheet.

13. Comments: (Criteria 1-12)

1. Relevancy content:	7. Feedback:
2. Content coverage:	8. Evidence of internal moderation:
3. Bloom's taxonomy:	9. Evidence of external moderation.
4. Relevancy of assessment tools:	10. Overrating
5. Employment of assessment tools:	11. Underrating
6. Development of assessment tasks:	12. Recording of marks: