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APPENDIX A – Ethical Considerations

- Ethical Clearance Certificate
- Letter to parents/Guardians

Ethical Clearance Certificate

Letter to parents/guardians

24 July 2006

Dear Mr and Mrs

I am currently completing my Masters degree in Assessment and Quality Assurance at the University of Pretoria. My research is based on a case study investigating the influence of Outcomes Based Education on the assessment practices in an English First Language classroom. I have been working with Mrs Dodson as part of my research to gather data and in order to complete a further aspect of the research, need to interview some of the learners in her English class.

A sample of four learners will be interviewed for approximately 20 minutes. The interview will focus on their perceptions of teaching, learning and assessment. The research is purely for use in my Masters Dissertation and bears no relation to the school or to the work currently being covered in English. Learners will remain anonymous and will have access to the Masters study. A date for the interview will be agreed upon with your child should you give permission for them to participate in the study.

Please will you complete the attached form and return it via your child, to me, as soon as possible. Thank you for your cooperation in this regard.

Yours sincerely

APPENDIX B – Observations

- Observation – 25 July 2006
- Observation – 15 September 2006
- Observation – 19 September 2006

Observation – 25 July

Lesson Topic: Marking of a Comprehension Test

Educator's Interactions	Learners' Interactions	Researcher's Observations
<ul style="list-style-type: none"> ➤ The lesson begins with the educator explaining what will take place during the lesson. ➤ She explains what the outcome of the lesson will be. ➤ She explains that learners will be marking each other's tests. ➤ The educator explains her expectations for the lesson. ➤ The educator explains the first answer. ➤ The educator senses that there is not clarity on what an adjective is so goes back to provide a definition. ➤ The educator also explains the rules governing the adjective. ➤ When a learner provides an answer that is not quite correct the educator extracts that which is and then asks for another learner to provide an answer for the rest. ➤ At times the educator refers a question to the class as a whole; some questions are directed at an individual and on other occasions learners volunteer answers. ➤ The educator contextualizes the need to know information such as definitions of parts of speech as well as the skill of answering questions effectively in terms of the 	<ul style="list-style-type: none"> ➤ The learners enter the class chatting to one another; they move to their desks and wait to be greeted. ➤ Learners respond immediately by writing their name on the script they receive. ➤ A learner provides an alternative; the educator explains why the answer is not correct. ➤ The learners and tell each other to keep quiet when someone talks out of turn. ➤ On occasion, the learners disagree about an answer. The educator mediates the discussion by allowing it to take place and then interjecting with more questions to provoke thought. This continues until the learners reach consensus on an answer. ➤ On occasion, learners correct one another when answering. ➤ When learners return tests to each other they interact and comment on good marks. ➤ Learners are told to check the marking and challenge if they think there is a mistake. A couple of learners approach the teacher and ask for clarification on 	<ul style="list-style-type: none"> ➤ There is a relaxed and friendly atmosphere as the learners enter the class chatting to each other as well as the educator. ➤ The educator clearly emphasizes accountability and responsibility in the learners when they mark the tests – each learner must sign their name on the test that they are marking. ➤ Educator is clearly not only interested in the lesson, but also focuses on underlying knowledge and skill. ➤ The educator draws on previous knowledge by using vocabulary such as, "remember". ➤ The educator provides positive reinforcement for learners even when they do not answer correctly. ➤ The educator uses different strategies to extract an answer from the learners. ➤ Throughout the lesson, learners are focused on the task at hand – few are distracted. ➤ Educator focuses on knowledge, interpretation and skills during the lesson. ➤ The educator has a good rapport with the learners

<p>examination.</p> <ul style="list-style-type: none"> ➤ The educator focuses on the transfer of knowledge into a skill in terms of a question asking for another example of an adjective and learners needing the required knowledge to know what an adjective is and then the skill of providing one. ➤ Educator reinforces the need for learners to go back to the text when answering questions. ➤ When going through the questions; the educator provides a definition to a part of speech then asks the learners to apply that knowledge to the question. ➤ Educator always explains carefully why an answer was incorrect. ➤ The educator reinforces effective answers with, “lovely”. ➤ The educator does not only focus on the answer to the question, but also the skill of answering effectively through the skill of analyzing the question. ➤ The educator always listens to a variety of answers before summing up for the learners. ➤ The educator collects the tests and explains that the marks will count towards the CASS mark. ➤ Learners are greeted and leave the class. 	<p>some of the marking.</p>	<p>which is evidenced from her telling a personal anecdote.</p> <ul style="list-style-type: none"> ➤ The learners feel confident/empowered in the environment as they challenge the educator on an answer. ➤ The educator is clearly comfortable with the class as she uses humour through the way she reads the passage to emphasize a point. ➤ The educator always contextualizes examples. ➤ The educator gives learners the space to explore their own answers in terms of whether it is correct or incorrect and why. ➤ The test requires the ability to analyze, interrogate, know and apply. ➤ The educator frequently links answers to other skills such as the use of punctuation. ➤ The learners were engaged in the lesson. Many questions were asked and learners seemed genuinely interested in the class.
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Observation – 15 September

Lesson Topic: Literature – short story. The Haji

Educator's Interactions	Learners' Interactions	Researcher's Observations
<ul style="list-style-type: none"> ➤ Educator greets the learners and asks them to sit down. ➤ Educator asks the learners to take out their homework. ➤ Educator walks around the class checking to see who has or has not done their homework. ➤ Defaults are handed to learners who have not done their homework. ➤ Having checked the homework the educator moves to the front of the class and begins marking the homework. ➤ At the start of the lesson the educator reminds the learners of the importance of the notes that they have made as being the notes that they will be using to study for their exams at the end of the term. ➤ On occasion the educator will ask a learner to clarify answers and provide further explanations. ➤ Once a learner has answered a question and other learners have been given an opportunity to give their answers, the educator further expands the answer. ➤ When a learner is unable to answer the educator gives them clues to guide their answer and helps them attempt the question. ➤ Educator reads the body language of the learners 	<ul style="list-style-type: none"> ➤ Learners volunteer to answer questions. ➤ Learners clarify their answers by providing examples ➤ Learners ask questions of the educator when they feel there may be an additional point and they ask for clarity. ➤ A learner asks what "dithering" means – the educator asks "what do you think?" She then contextualizes by giving an example of trying to select something from a menu. Other learners then offer their opinion about what the word means. ➤ Learners mark their work and while the questions are being answered – they add additional information. ➤ Learners don't just explore the facts the educator allows them to answer in terms of an emotional response too. ➤ Bell rings – educator says "just listen" and quotes from the story. The learners sit quietly and write down the quote. ➤ The learners stand the educator waits for them to settle and then dismisses them. ➤ Learners leave chatting and laughing with one another. 	<ul style="list-style-type: none"> ➤ Learners arrive at class on time and enter talking to one another. ➤ Once they are at their desks their talking becomes less and quieter as they wait to be greeted. ➤ Their greeting is warm and enthusiastic. ➤ Once they sit down they are quiet as the educator goes around checking their work. ➤ Learners chat to the educator as she goes around the class checking their work. ➤ The educator seems to have an open, friendly relationship with the class. ➤ Learners who have not completed their homework are apologetic and none challenge the educator – there seems to be a respect for the educator. ➤ The educator does not only use the lesson to discuss the current text, she also makes reference to the exam and the importance of the notes as well as answering techniques. Her focus is broader than just the lesson at hand. ➤ Throughout the lesson the educator draws on other areas of the Learning Area such as vocabulary and parts of speech. Integrating the literature lesson with the language component.

<p>“Megan you have something to say I can see it.”</p> <ul style="list-style-type: none"> ➤ Educator highlights the need for quoting when answering literature questions as an important skill. ➤ Educator moves onto the next concept and indicates that one of the learners suggested that two of the themes - pride and stubbornness - are linked ➤ The educator asks a learner who has not been contributing to start the discussion off. ➤ Educator says, “I like that” “elaborate” – when a learner introduces a complex point that has not yet been explored. It is an issue that deals with morality and religion. “Yes I see what you are saying here.” ➤ Educator says, “are you speaking from experience Megan” when a learner gives her perspective on why people are stubborn. ➤ Educator reminds learners of projects and that they should be working on them. 		<ul style="list-style-type: none"> ➤ The educator draws in other elements of the text such as chauvinism when discussing pride – linking themes in the text. ➤ The educator’s body language is expressive – when learners make statements, she nods her head. ➤ Educator makes use of “good”, “correct” “exactly” and “fabulous” when the correct answer is given. ➤ The educator refers to skills on a number of occasions during the lesson. ➤ Educator jokes with learners who enjoy vocabulary and tells them they will like the word “dithering”. ➤ If learners struggle with a concept or vocabulary, the educator often re-contextualizes in a more familiar scenario to facilitate understanding. ➤ Educator refers to previous answers given by learners linking ideas. ➤ The educator reaffirms learners and allows them space to explore ideas. ➤ There is a friendly rapport between the educator and the learners – the learners demonstrate a healthy respect too.
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Observation – 19 September

Lesson Topic: Literature – short story. The Haji

Educator's Interactions	Learners' Interactions	Researcher's Observations
<ul style="list-style-type: none"> ➤ The educator explains the requirements of the task reminding learners about the rubric they have to help guide them in the process. ➤ The educator addresses all of the questions and then moves on to the literature. ➤ The educator makes a statement about the literature and asks a learner about their opinion – what they think about what she has just said. ➤ The educator introduces sexism and discusses this in relation to irony. ➤ The educator asks the class how you should answer a question relating to irony and the learners are able to explain that you need to talk about opposites ➤ The educator makes a joke about the irony in her tone when discussing sexism and the learners laugh. ➤ The educator addresses religion in the text in relation to action and belief. ➤ Educator discusses a sub theme by first identifying what a sub theme is. This she does by questioning the learners. ➤ Educator discusses Apartheid outside the context of the story asking 	<ul style="list-style-type: none"> ➤ Learners enter the class and greet the educator as they enter asking her how she is. ➤ A learner raises their hand and asks a question about a project that they have to submit. ➤ A number of other learners ask questions relating to the project. ➤ The educator asks a specific learner a question. The learner has not been listening and is unable to follow the instruction. ➤ The educator asks the learner why she asked them the question. ➤ The learner explains that it was probably because he was not listening. ➤ A learner answers a question by volunteering their answer. ➤ The educator responds by saying, “you are right, but what is wrong with that answer”. ➤ The learner indicates that it is too short and superficial and the educator agrees. ➤ The class interacts in a discussion relating to religion, values, race and the difficulties resulting in marriage across culture. Learners offer their own 	<ul style="list-style-type: none"> ➤ The educator greets the learners and chats to them while they wait for the rest of the class to arrive. ➤ The lesson begins with educator greeting the learners and asking them to take out their Literature notes. ➤ The educator is not only concerned with what the learners are able to deduce from the text, but also from their own experience and opinion. ➤ The educator reasons with learners in terms of their role in the classroom. She requires them to articulate about the requirements of their own behaviour. ➤ The educator not only focuses on the themes being discussed, but also on the skill of answering a certain type of question. ➤ The educator focuses on knowledge of the text, understanding of themes and the skill of answering questions. The educator also addresses the values and attitudes of the learners when addressing themes such as sexism, pride and religion. ➤ The educator probes

<p>learners their opinion of separation and segregation. Educator brings up the concept of justice.</p> <ul style="list-style-type: none"> ➤ One learner raises a point and another learner disagrees and raises their point of view. ➤ The educator allows them to express their opinions and validates these. ➤ Educator introduces the word impotent in relation to the story. ➤ Asks the learners what it means and in that way develops their vocabulary ➤ The educator moves on from themes to characterization. ➤ Educator links the concept of themes and characterization making use of the word “explore”. ➤ The educator makes a joke about sexism and the learners laugh. ➤ Educator asks for definitions of sexism, asks learners to explore and provide an example from the text. ➤ When a learner raises a point that is contrary to what the educator has been saying, the teacher says, “you raise a valid point”. ➤ The educator then asks the learners to provide examples from the text to support the point that the learner has made. ➤ The educator then asks, “he treats her with what?” – 	<p>opinions as well as examples from their experience.</p> <ul style="list-style-type: none"> ➤ A learner discusses the relationship between sexism and religion in the context of the story as well as by providing an example from his personal experience another learner provides an example from her experience and a short class discussion follows. ➤ The educator and learners explore how and why characters have developed in the way that they have. Learners give their opinions, debating points with each other with the educator mediating what is being said. ➤ A learner raises the ironic humour in the story and the learners laugh about the point that he has raised. ➤ A learner raises the point of freedom of experience, respect of difference ➤ The bell goes for the end of the lesson and learners stand and wait to be greeted before they leave. 	<p>learners for prior knowledge before addressing a current topic. In this way she is able to identify what knowledge the learners already have and what additional information they require.</p> <ul style="list-style-type: none"> ➤ The educator facilitates the learners to develop the skill of critical thought in terms of their answers by questioning what they think about their own answers. ➤ The educator allows learners to have space for their own opinions. ➤ The educator adopts different styles throughout her lesson shifting from her directing the discussion to learner input and direction. ➤ The educator addresses other areas of the learning area such as language by exploring vocabulary. ➤ While the themes that are discussed in the lessons are relatively serious, the educator facilitates the understanding of humour that is also created. This creates an environment that is open and encouraging. ➤ This is also facilitated by the educator sharing personal viewpoints as well as sharing a personal story – this encourages learners to volunteer information as
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<p>Exploring vocabulary</p> <ul style="list-style-type: none">➤ The educator shares a story about a novel that she has read and relates it to the short story that is being dealt with.➤ The educator says, “what I feel and this is my opinion” she then goes on to discuss her opinion of a culture that demeans women.➤ Educator relates a story about a friend who is Jewish who made a decision relating to her clothing etc – the educator discusses how she can respect that kind of choice because it is a choice and it is not enforced.➤ The educator allows people to volunteer information but she also asks specific learners who do not volunteer questions.		well as opinions.
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APPENDIX C – Respondent Questionnaire

- Respondent Questionnaire - Assessment

Assessment and Quality Assurance

OPEN-ENDED QUESTIONNAIRE

General Education and Training Educator (GET)

You have agreed to participate in a case study designed to inform a dissertation as part of a Masters degree in Assessment and Quality Assurance at the University of Pretoria.

Your input in the completion of this questionnaire will provide valuable assistance and contribute to the findings and recommendations regarding how teaching towards outcomes has affected assessment practices in Language, Literacy and Communication in the GET Phase

Your responses are strictly anonymous and you will not be expected to identify yourself.

Please complete this questionnaire as completely and honestly as you can. Thank you for your time and cooperation.

SECTION A BACKGROUND TO ASSESSMENT

Complete the following by answering in the spaces provided.

1. In your opinion, what is the purpose of assessment?

2. Who are the role players in assessment? Please provide reasons for your answer.

3. Who are the stakeholders in assessment? Please provide reasons for your answer.

4. When should assessment be carried out?

5. By whom should assessment be carried out?

SECTION B
ASSESSMENT PRACTICES

Complete the following by answering in the spaces provided.

1. What assessment instruments do you use in your classroom?

2. Are assessment criteria or standards transparent to the learners? Please explain your answer.

3. When are assessment carried out in your classroom?

4. By whom are assessment carried out in your classroom?

5. When and how are learners provided with feedback on their assessments?

Thank you for your time and co-operation

APPENDIX D – Respondent and Learner Interview Schedules

- Respondent Interview Schedule – Background to OBE
- Respondent Interview Schedule – Methodology and Practice
- Respondent Interview Schedule – Assessment Practices
- Respondent Interview Schedule – Assessment implementation and Practices
- Learner Interview Schedule

Interview Schedule Background to and Implementation of OBE

1. General	✓
1.1 Briefly summarise your teaching career: (prompt) Qualifications, where you've taught, duration, positions held, subjects taught	
2. General Understanding and Perception of OBE	✓
2.1 When were you initially exposed to the changes that were going to take place in the curriculum of South African schools?	
2.2 What changes to the curriculum were being suggested?	
2.3 How was the concept of OBE introduced to you?	
2.4 From policy documents/workshops what was your understanding of OBE?	
2.5 How would you say this understanding has changed since you were first exposed to OBE?	
2.6 Is this as a result of practical experience and implementation?	
2.7 Would you say there is a difference between your understanding of OBE and your perception thereof?	
3. Implementation of OBE	✓
3.1 Will you briefly summarise your opinion of C2005	
3.2 and the Revised National Curriculum statements.	
3.3 To what extent have you implemented the new curriculum and its principles of OBE in your teaching practices?	
3.4 Do you believe the new curriculum and its principles of OBE have influenced your teaching practices?	
3.5 Could you elaborate in terms of your preparation/the teaching and learning process ?	
3.6 In your opinion, what does teaching towards outcomes offer that the traditional curriculum did not?	
4. Understanding and Implementation of Outcomes	✓
4.1 What is your understanding of the purpose of outcomes in teaching and learning in the GET Phase?	
4.2 In what way do you incorporate outcomes into your teaching practices?	
4.3 How do you regard the concept of teaching towards outcomes ?	
4.4 Are there characteristics unique to LLC that are specifically affected by assessing towards outcomes?	
5. Summation	✓
5.1 Finally, can you share with me some of the benefits you have experienced in your classroom due to the implementation of the new curriculum and its principles of OBE?	
5.2 and negative experiences?	

Interview Schedule Methodology and Practice

1. Biographical Introduction	✓
1.1 Tell me how you came to be an educator.	
1.2 Who, if anyone, has influenced you as an educator?	
1.3 Tell me about how they influenced you.	
1.4 Could you describe what motivates you as an educator?	
1.5 Are there elements of education that you find exciting?	
1.6 What elements of education do you find frustrating?	
1.7 Has your view of education changed during your years of experience?	
2. Definitions & Perceptions of Learning and Knowledge	✓
2.1 How would you define learning?	
2.2 How does the educator play a role in the learning process?	
2.3 What role does the learner play in the learning process?	
2.4 Tell me about your understanding of the concept of knowledge?	
2.5 Describe for me your understanding of how a person acquires knowledge in the context of secondary education?	
2.6 In the context of the classroom; how are learning and knowledge linked?	
2.7 Could you describe the role of skills in relation to knowledge and learning?	
2.8 To what extent do you think the learning context impacts on the process of learning?	
3. Teaching Methodology and Style	✓
3.1 Tell me about your understanding of what teaching methodology is?	
3.2 Can you explain your understanding of teaching style?	
3.2.1 Would you like to review your definition of teaching methodology?	
3.2.2 How would you differentiate between teaching methodology and style?	
3.3 In your opinion, what determines the teaching methodology teachers implement in their classrooms?	
3.4 How does an educator develop a teaching style?	
3.5 To what extent do you think it is important for educators to understand teaching methodology?	
3.5.1 What relationship do you think there is between the understanding of teaching methodology and the effective delivery of OBE?	
3.6 To what extent do you think an OBE methodology impacts on the Learning Area which you teach?	
3.7 What kind of influence do you think your personality has on your teaching style?	
3.8 LLC1 has a number of areas within the Learning Area. To what extent do you vary your teaching methodology across these areas?	
3.9 Prior to the introduction of OBE and the Revised National Curriculum Statements (RNCS); the syllabus was the NATED 550. What teaching	

methodology did you implement when delivering this syllabus?	
3.10 The RNCS is focused on the acquisition of skills. In what way has your teaching methodology had to change in order to focus on this area?	
3.11 You have taught in both Government and Independent education. Did your teaching methodology or style change when you moved from Government to Independent education?	
3.12 Describe for me the impact of a changed curriculum policy on your practice of teaching?	
4. Implementation of Outcomes in teaching practices	✓
4.1 Explain to me how you have you gone about incorporating outcomes into your teaching practices?	
4.2 What has helped you implement the RNCS and teaching towards outcomes?	
4.3 In what way do you communicate to the learners the outcomes that are being worked towards?	
4.4 Can you describe the way in which teaching towards outcomes impacted on your lesson planning?	
4.5 Tell me about how you might make use of policy documents when designing lesson programmes?	
4.6 Describe for me the element of implementing the RNCS that has had the most impact on you as an educator?	
4.7 How has the RNCS impacted on the learners?	
4.8 Tell me about how your views on teaching towards outcomes may have changed over time.	
5. Summation	✓
5.1 What broader implications for education have you observed with the implementation of the RNCS?	
5.2 Is there anything that you might not have thought about before that occurred to you during the interview?	
5.3 Is there anything you would like to ask me?	

Interview Schedule Assessment Practices

1. General	✓
1.1 Teaching, learning and assessment are 3 key concepts in education. In your opinion, what is the relationship between the 3?	
2. Observations from questionnaire	✓
2.1 I see from your questionnaire that you use a number of different assessment instruments. Can you tell me why that is?	
2.2 When do you make assessment criteria transparent to learners?	
2.3 What do you think about the theory that transparent assessments are an effective educational tool?	
2.4 Are the learners in your class made aware of the outcomes they should be achieving?	
2.5 How are the learners able to see a link between the outcomes they are working towards and the assessment tasks they complete?	
2.6 You involve learners actively in the certain forms of assessment. Can you clarify when you involve learners and why?	
3. Implementation of OBE & its influences on Assessment Practices	✓
3.1 As you've implemented an OBE approach in your classroom, have you seen any changes in your approach to assessment?	
3.2 (If yes) Why do you think that is?	
3.3 How do you think the concept of OBE and teaching towards outcomes is linked to assessment?	
3.4 You've been asked to prepare a module of work on the literature set work for the term. Take me through how you would do this from planning to implementation.	
3.5 How do you aligning teaching towards outcomes with assessment tasks?	
3.6 The grade 9 learners gather work for a portfolio. How do you regard the concept of portfolio work?	
3.7 Has working on portfolios in any way influenced your assessment practices?	
4. Summation	✓
4.1 You have marked CTAs (Common Tasks for Assessment) and moderated portfolios. Have you witnessed a benefit to learners completing these tasks?	
4.2 From marking CTAs and moderating portfolios, have you seen evidence of learners achieving the COs and SOs relevant to LLC	
4.3 How has teaching towards outcomes affected your assessment practices?	

Interview Schedule

Assessment Implementation and Practices

1. Definitions and Perceptions of Assessment	✓
Thank you for agreeing to be interviewed for the purposes of a Masters Dissertation. Please remember that for the purposes of this study you will remain anonymous.	
1.1 Tell me about your experience of being involved in assessment as an educator.	
1.2 How would you define assessment?	
1.3 What, in your opinion, is the purpose of assessment?	
1.4 At what point in the learning process do think assessment is required?	
1.5 Describe for me your opinion of the view that assessment is part of the learning process? – Plays a development role in the learning process.	
1.6.1 Do you think that the characteristics of an assessment measuring knowledge have to differ to one measuring skills?	
1.6.2 How would you alter an assessment to measure the acquisition of attainment of skills rather than knowledge?	
1.8 How do you ensure that you assess what has been addressed through the process of teaching and learning?	
2. Methodology	✓
2.1 Tell me what kind of training have you had in relation to the assessment methodology required by the RNCS?	
2.2 In your opinion; has assessment methodology changed from pre to post RNCS implementation?	
2.3 In what way do you think teaching methodology guides assessment practices?	
2.4 We have also discussed teaching styles. In what way do you think your teaching style impacts on your assessment practices?	
2.5 Please run through the different assessment methodologies you make use of in the different areas of LLC1.	
2.6 Why do you make use of different assessment methodologies?	
2.7 Explain to me the extent to which you think the assessment methodology influences the outcome of learning?	
3. Impact of Assessment	
3.1 Can you elaborate on the impact the assessment required by the RNCS has had on documentation, recording and reporting?	
3.2 What kind of impact has the form of assessment required by the RNCS had on you as an educator?	
3.3 To what extent have you observed a shift in the outcome of learning through the implementation of different assessment methods?	
3.4 What impact has the implementation of the RNCS and the associated assessment methods had on learners?	

4. Summation	✓
4.1 What broader implications for assessment have you observed with the implementation of the RNCS?	
4.2 How would you describe the impact of a changed curriculum policy on your practice of assessment?	
4.3 Is there anything you would like to ask me?	

Learner Interview Schedule

1. Biographical Information	✓
1.1 What are your favourite aspects of English?	
1.2 Why are these aspects your favourite parts of English?	
1.3 What aspects of English do you not enjoy?	
1.4 Tell me why you don't enjoy these aspects of English	
2. Assessment	✓
2.1 In English you have different types of assessment. Are these applied to different sections of the English curriculum?	
2.2 When might you write a test?	
2.3 How are those tests marked?	
2.4 What type of assessment do you prefer: a test or a rubric?	
2.5 When might an educator make use of a rubric as a form of assessment?	
2.6 What is your opinion of this form of assessment?	
2.7 When are you given a rubric, prior to or after you have been given a task?	
2.8 Are there assessments in English different to the types of assessment carried out in other Learning Areas?	
3. Outcomes	
3.1 Can you explain what an outcome is?	
3.2 Have you ever been made aware of what the outcomes in English are?	
3.3 Are the outcomes of the lesson made clear to you?	
4. Teaching Styles	✓
4.1 What different methods does your English teacher make use of when teaching the different sections in English?	
4.2 What different ways does your teacher use to convey material to you?	
4.3 How does the way in which you get taught in English differ from other Learning Areas?	
4.4 Do you respond differently to different styles of teaching?	
4.5 Do you prefer one style of teaching to another?	

APPENDIX E – Interview Transcripts

These are stored on the CD attached to this document

- Respondent Interview Transcript – Background to OBE
- Respondent Interview Transcript – Methodology and Practice
- Respondent Interview Transcript – Assessment Practices
- Respondent Interview Transcript – Assessment implementation and Practices
- Learner Interview Transcript - Learner 1
- Learner Interview Transcript - Learner 2
- Learner Interview Transcript - Learner 3