

CHAPTER THREE

QUALITY MANAGEMENT IN THE IMPLEMENTATION OF COMMON TASK ASSESSMENT

3.1 INTRODUCTION

This chapter provides a working definition of the key concept, *assessment*, with specific reference to CTA for summative and formative purposes. Definitions of various forms and purposes of assessments will be explained. Furthermore, the chapter will shed light on the quality of the present management of the implementation of CTA at schools.

3.2 CLARIFICATION OF CONCEPTS

Firstly, it is important to clarify the similarities and differences between the concepts *assessment* and *evaluation*, because assessment and evaluation both describe a process of collecting and interpreting evidence for some purpose. Differences, as outlined by Harlen (2007:12), refer to *evaluation* as individual learner achievement and to *assessment* as collecting information relating to outcomes, such as evidence of learners' achievements and making judgments relating to learners' outcomes. While the process of assessment and evaluation are similar, the kinds of evidence, the purpose and basis on which judgments are made, differ.

Moreover, Harlen (2007:12) points out that evaluation is more often used to denote the process of collecting evidence and making judgments; Campbell and Rozsnyai (2002:31) describe evaluation as a general term indicating signs of any process leading to judgments or recommendations regarding the quality of assessment. Furthermore, Campbell and Rozsnyai (2002:31) point out that evaluation can be an internal process of self-evaluation or it can be externally done by external bodies, peers or inspectors.

Wojtczak (2002:4) outlines evaluation as a way that determines the relevance, effectiveness and impact of activities in light of objectives. Furthermore, Wojtczak (2002:4) highlights that evaluation can be compared to structure, process, or outcome. One can differentiate these various types: individual evaluation and programme evaluation. Originally planned for the US Navy Special Projects Office

in 1957 to maintain their Polaris nuclear submarine project (Malcolm *et al.*, 1959:646), programme evaluation became more focused on projects where time and not cost was the foremost factor.

The term programme evaluation is described as a planned method for gathering, analysing, and using information to answer questions about projects, policies and programmes, particularly about effectiveness and efficiency (Kerzner, 2003:121). In other words, divisions such as public sectors and stakeholders will want to know if the programmes they are funding, implementing or objecting to are actually having the intended effect, and answering this question is the function of the programme evaluator. Examples of programme evaluations can involve both qualitative and quantitative methods of social research. People who do programme evaluation come from many different backgrounds, such as sociology, psychology, economics and social work. Some graduate schools also have specific training programmes for programme evaluation. Examples of individual evaluation as outlined are formative and summative individual evaluations of performance. According to continuous individual formative performance, this type of evaluation should identify areas that need improvements to make provision for specific suggestions to improve educational tools (Wojtczak, 2002:4; Harvey, 2004:2). Summative individual assessment, as described by Harvey (2004:2) and Wojtczak (2002:5), is seen as a measurement to ascertain whether objectives were reached by an individual in order to place a value on the performance of that individual. It may also indicate competency or lack of competency in performance in a particular area.

In a conceptual dictionary, the term evaluation is defined as follows: *to put value to something, to assess its worth; to analyze and assess the role or function of something* (Withers, 2001:778). The notions of *judgment* and *quality* are introduced in testing and evaluating. According to Cumming and Maxwell (1999:183), evaluation entails the making of judgments about quality, therefore of how good the behaviour or performance is. Evaluation involves an interpretation of what has been gathered through measurement.

Cumming and Maxwell (1999:183) comment that performance assessment is largely determined by the criteria employed by the nature of the performance while evaluation is determined by the character of the performance standards that are employed. These performance standards are then used to determine whether a

performance is good or bad. Cumming and Maxwell (1999:183) further indicate that there are specific behaviours or dynamics that are successfully demonstrated in order to achieve specific standards. The concept *evaluation*, based on performance measures, includes value judgements that are based on performance measures of criteria. Accordingly, evaluation can be used in the context of testing and measurement. Both testing and measurement lead to decision-making. Falchikov and Bound (2006:4) maintains that assessment is about arriving at a specific conclusion on something in order to determine and test how an individual performs. A decision about something such as examining or testing the performance of individuals, involves evaluating or judging this individual performance by determining whether the standards used are correct, valid and empirical. Evaluation therefore relies on the basis of criteria such as correctness, validity and empirical evidence; and the process and outcome of assessing.

The researcher highlights the differences between assessment and evaluation by following the structure indicated in Figure 3.1 below.

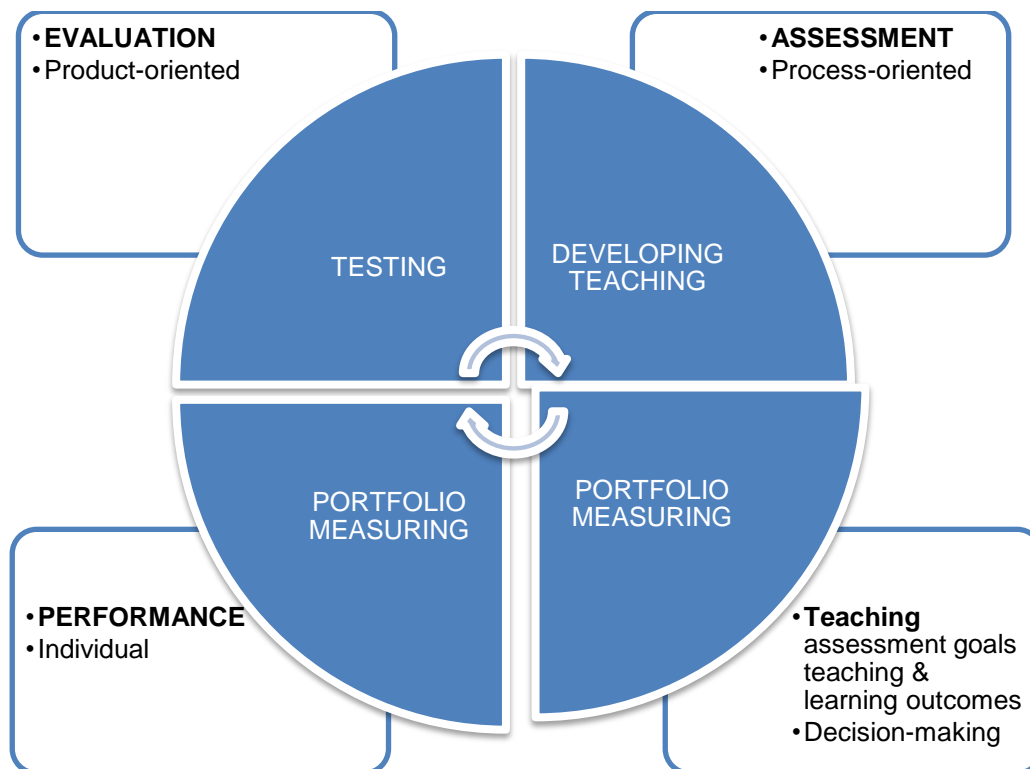


Figure 3.1: Assessment and evaluation

Recent definitions that focus on assessment of performance highlight the idea that assessment leads to decision-making that serves to emphasize the point that

performance assessment is an on-going procedure which, if well executed, may lead the assessor to make a specific decision, and is a continuous process. Johnson and Christensen (2000:311) state that assessment, in all its multi-dimensions, may lead to knowledgeable/calculated judgments regarding learners.

As argued above, performance assessment is an on-going procedure that is significant to measure the abilities and weaknesses of the performer. This may lead to informed decisions regarding the educational needs of the individual (Johnson & Christensen, 2000:312). Smith (2005:21-22) proposes that educators can use assessments done in class as the reflection on whether teaching or learning is effective, as this form of assessment entails the collection, assessment, assimilations and the interpretation of information transmitted from educators to learners.

The National Education Policy (Department of Education, 2007c:7, par.9) defines the concept of assessment as informal and formal. In this thesis, the researcher will explain both formal and informal assessment as the focus in this research was on formal and informal assessment.

According to Mahlangu (2004:10), informal assessment takes place without the learner being aware of it, with report cards and checklists being kept of who completes homework and observations being done to note which learners are participating in class. This informal assessment relates to Section A that helps educators to evaluate more challenging learning areas for learners. It is therefore important that record of each assessment be kept, examples of which may include but are not limited to: educational class projects, class test exams and oral projects etcetera. With regard to CTA, the formal assessment is done in Section B.

3.3 ASSESSMENT IN THE CONTEXT OF NCS

It is challenging for any State to develop a working educational curriculum. One of the primary reasons for this challenge is that an educational curriculum/system reflects how people view themselves as a nation because this is further reflected in the forms of education projected to the learners and, in particular, to their own children, and through its selection, people reveal their view of what constitutes sound education at its deepest level (Department of Education, 2002c:1).

This curriculum was developed by South Africans for the citizens of our country who prize the principles and practices of democracy (Department of Education, 2002c:1). It includes the vision of educators and learners who are more informed and multi-faceted, sensitive to environmental issues and able to respond to and act upon the many obstacles that will still confront South Africans in the twenty first century (Department of Education, 2002c:2).

The Department of Education (2007c:2) describes the Assessment Standards as grade-specific minimum levels at which learners should demonstrate the achievement of the Learning Outcomes and their ways or range – breadth and depth of demonstrating the achievement.

Learning Outcomes do not prescribe content or method and have also been formulated at national level from the Lesson Outcomes. Lesson Outcomes are constructed by educators and contain a description of what learners should know, demonstrate and be able to do at the end of a specific learning experience. Lesson Outcomes can also be seen as enabling outcomes. The National Department of Education (2002:5) states that Learning Outcomes are derived from Critical Outcomes and Developmental Outcomes. Researchers concur with the view that Learning Outcomes entail a description of what knowledge, skills and values learners should acquire, demonstrate and be able to do at the end of the specific phase and can also be seen as Enabling Outcomes.

Below is the figure, Figure 3.2, which indicates how CTA should be conducted to enable learners to perform the assessment tasks according to the Learning Outcomes, assessment standards and Lesson Outcomes as required by using content to be learned during the learning experience.

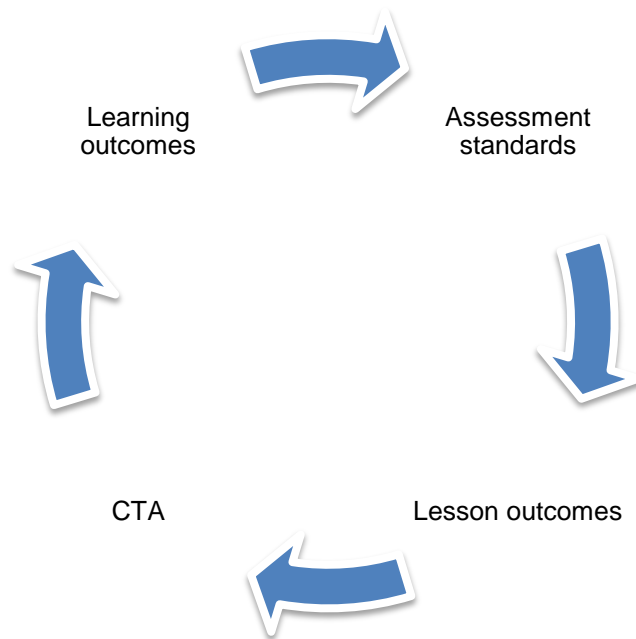


Figure 3.2: CTA and Learning Outcomes

In this study, the researcher determined whether, in the designing of EMS CTA, the assessment guidelines were followed and also whether the relevant Learning Outcomes and relevant Assessment Standards were adhered to. This is addressed in the educator questionnaire (*cf.* Appendix H) Section B10 and B20; and in the learner questionnaire (*cf.* Appendix I) it is covered in Section B10 and Section C34.

Accordingly, the researcher will look at legislation and policy in the National Curriculum Statement that guide assessment practices in the classroom.

3.3.1 Legislation and policy

The National Curriculum Statement (National Department of Education, 2002), the National Assessment Policy (Department of Education, 2007c) and the Schools Act (84 of 1996) guided the implementation of assessment between 1997-2010. The researcher describes the impact of these policies on assessment in the next paragraphs. The purpose is to track changes that are in progress or planned for assessment in schools to monitor and support the implementation of the policy, and to check whether the management plans for assessing learners are in place. When these management plans are in place, the assessments will become beneficial to teaching and learning.

The National Curriculum Statement (National Department of Education, 2002) provides a framework for the assessment of qualifications at all public and private

schools and community-based sites where learners are registered in the General Education and Training Band, Grades 8 and 9. It consolidates assessment provisions contained in the National Curriculum Statement, Grade R-9 (NCS) and should therefore be read together with the NCS.

The NCS (National Department of Education, 2002) repeals the Assessment Policy in the General Education and Training Band, Grade R-9 and ABET of 1998 and the Framework for the Assessment and Promotion of Learners in Grade 9: Interim Policy, 2003. It combines and makes strong recording and reporting provisions that are contained in the National Protocol on Assessment, 2005 and Assessment Policy of the Department of Education, 2007.

The General Education and Training Band (Grade R to Grade 9) serves to provide learners with a broad range basis: a basis that would include knowledge, skills, values and attitudes that allow them to access Further Education and Training programmes (Grades 10, 11 & 12). These skills would also indicate or highlight their growing areas of interest, take cognizance of learning towards a range of career fields, and allow them to engage in society through age-appropriate social, emotional, physical, ethical and cognitive behaviour (Department of Education, 2006a).

The National Curriculum Statement for Grade 9 (National Department of Education, 2002) sets out the minimum knowledge, skills, values and attitudes that must be achieved in Grade R to Grade 9. Moreover, this National Curriculum Statement consists of eight learning areas which are compulsory for all learners who are in the schooling system, as this ensures a balanced curriculum and prevents the omission or neglect of any learning areas by learners, educators or schools. They are First Language, Second Language, Life Orientation, Mathematics, Natural Sciences, EMS, Arts and Culture and Social Sciences.

According to the Department of Education (2007a:6), learners must be offered at least one official language, including South African Sign Language, in Grades 1 and 2, and at least two official languages from Grade 3 onwards. At least one of these should be offered at the Home Language level. One of the two languages offered must be the Language of Learning and Teaching (LoLT), at First Additional

Language level at least. A learner may offer further approved languages, either official or foreign, in addition to the compulsory official language provided.

Critical Outcomes are broad generic cross-curricular outcomes which encapsulate the main values of the Constitution (1996:sec.1) in that the latter refer to ensuring human dignity and advancing equality, rights and freedom. Some of the generic outcomes are communication, problem-solving, critical thinking and team-work. From these, learners are expected to gain the important skills, knowledge and values that will eventually contribute to their own growth, development and achievement. Moreover, according to the NCS (Department of Education, 2006a:14), these are seven Critical Outcomes and five Development Outcomes.

In the past, the authority of teaching, learning and assessment was characterized by teaching, testing and rote learning. Rote learning was a study method for examination in a subject-based curriculum (Hartzenberg, 2001:11). A document called *A Resume of Instructional Programmes in Public Ordinary Schools* underpinned the traditional summative testing methods for all learners (David *et al.*, 1998:2). The complicated rules, lack of transparency and accountability of this national policy led to high failure and dropout rates among learners because tests and examinations were not used correctly to guarantee success.

Past assessment practices were solely based on norm-referencing which essentially compared one learner's performance to another learner's in a group (Department of Education, 1998:par.1). Outcomes-Based Assessment forms the pedagogical basis for the new mode of teaching and learning at schools. The concepts of assessment and continuous assessment, as they relate to the topic, need to be clarified.

The National Assessment Policy (Department of Education, 2007c:10) states that CASS should be used for developing learners and as a system to provide feedback for developing teaching and learning. This policy provides the following principles of effective assessment, and many of the principles link well with the features of quality assessment as indicated in the cross references..

Assessment should:

- be authentic, continuous, multi-dimensional, varied and balanced (*cf.* 2.3.3-2.3.6);

- take into consideration the different needs of learners and the context (*cf.* 2.3.9; 2.3.11.1);
- use various assessment strategies as an on-going important aspect as part of the learning and teaching process. This means that assessment should be used to guide and evaluate teaching and learning (*cf.* 2.3.4; 2.3.6; 2.3.7);
- take many ways, collect information from several contexts, ranges of competencies and uses (*cf.* 2.3.11.1);
- be free from bias and sensitive to gender, race, cultural background and abilities (*cf.* 2.2.4.8 & 2.2.4.9);
- in the main, be criterion-referenced (*cf.* 2.3.3; 2.3.15);
- be transparent so that the learners and educators have a clear understanding of what the expectations are for any assessment task and what knowledge, skills, values and attitudes are being assessed (*cf.* 2.3.3); and
- connect progress with attainment of Specific Outcomes (*cf.* 2.3.15).

These principles guided the researcher's investigation regarding the quality of the design of the CTA.

Paragraph 13 of the National Assessment Policy (Department of Education, 2007c:8) further clarifies the purpose of assessment in OBE as to:

- determine whether the learning needed for the achievement of Learning Outcomes is taking place and whether any obstacles are being experienced;
- report to parents and other role-players in education and stakeholders on the levels of achievement across a range of competencies acquired during the learning process and to build a profile of the learner's attainment across the curriculum;
- provide information for the evaluation and review of Learning Programmes used in the classroom;
- maximize learners' access to knowledge, skills, values and attitudes defined in the national curriculum policy;

- assist with early identification of learners who might experience barriers to learning and development, as well as to provide them with learning support;
- determine the advancement of each learner through the acquisition of knowledge and range of competencies;
- support the development of all learners; and
- make judgments about learners' progress.

The National Curriculum Statement for Grade R-9 requires the use of different assessment strategies that sufficiently assess learner achievement and develop skills for lifelong learning. The strategies and forms of assessment used should also match the knowledge, skills or attitudes and the range of competences being assessed, as well as the age and developmental needs of the learners (*cf.* 2.2.4.15). This assessment task should be carefully designed to cover Learning Outcomes and Assessment Standards of the Learning Programme/Learning Area. This task should therefore be designed in such a way as to ensure that a variety of skills are tested. There are four different types of assessment in OBE: Continuous Assessment (*cf.* 2.2.4.6; 3.3.1); Baseline Assessment (*cf.* 3.4.1.1); Diagnostic Assessment (*cf.* 3.4.1.2); Formative Assessment (*cf.* 3.4.1.3); and Summative Assessment. (*cf.* 3.4.1.4; Department of Education, 2007c:8, par.12).

CASS encourages the integration of assessment into the teaching and development of learners through continuous feedback. It is a model of assessment that is used to establish a learner's achievement during the course of a grade, provide information that is used to support the learner's development, and enable improvements to be made to the learning and teaching process to assess outcomes of learning (Department of Education, 2007c:10, par.22). This model is compulsory for all schools and therefore it must be implemented in all learning programmes for assessing learners.

Assessment takes place while learners are busy with integrated activities of the learning programme. Learners are provided with opportunities in the form of integrated activities based on predetermined learning outcomes. Thus, as they simultaneously, partially or fully achieve them, they demonstrate various levels of mastery of skills, knowledge and values (Department of Education, 2007c:10, par.14).

The National Assessment Policy (Department of Education, 2007c:10, par.21) stipulates that learners with different learning styles can be assessed through CASS at different stages and in various contexts of the teaching and learning process. Information on learner performance entails gathering information using a balanced combination of the assessment methods, tools and techniques (*cf.* 3.4.5).

Underlying the above-mentioned discussion there is uncertainty as to whether principals, SMT and Grade 9 educators in general fully understand what the CASS model entails. There is uncertainty as to whether there is a common understanding about its applicability, management, principles of continuous assessment, recording and reporting as they relate to the CTA instrument in the Learning Programme of Economic and Management Sciences. The mechanics of assessment are complex and as such they require a high level of educator competence (Wilmot, 2003:313).

An evaluation of the implementation of the NCS (Gauteng Institute on Education and Development, 2004:25-26), formally commissioned by the GDE and the Gauteng Institute for Educational Development, highlights problems experienced in South Africa during the implementation of the Grade 9 assessment policy, which relate to the work of principals. The problems highlighted include the following:

- Information overload about the assessment policy
- Too much to do with too little time to do it
- Educators were unfamiliar with the meaning, definitions and principles associated with Outcomes-Based Assessment, such as authentic assessment and expanded opportunities
- Short notice and periods for implementing the Grade 9 assessment programme
- Assessment circulars from the GDE reached schools late and were unclear and ambiguous
- The GDE made additional changes to assessment circulars after schools had already received them
- The amended circulars did not reach the schools in time, so the amendments could not be implemented

- Assessment strategies, which required careful thought and planning, were a challenge
- Assessment was a tedious exercise
- Problems are experienced with assessment because of over-crowded classrooms
- Assessment required an enormous amount of paper work.

The research reported by Khulisa Management Services and the Centre for Education Policy Development (Gauteng Department of Education & Gauteng Institute of Curriculum Development (GIED), 2000:47) indicates that:

- assessment practices in general were not compatible with the provincial assessment policy; and
- significant improvement in assessment conducted needs to take place in order to make assessment practices acceptable and compatible to provincial frameworks.

To overcome the above-mentioned problems of assessment practices that are not compatible with assessment policies, educators should possess foundational, practical and reflexive assessment competencies (Killen, 2000:ix). Competence is defined as a mastery of effective and continuing performance within specified ranges and contexts as a result of the integration of knowledge and skills (Anon., 2012a). It is also regarded as the capacity for continuing performance within specified ranges and contexts resulting from the integration of a number of specific outcomes.

According to international standards, the term *foundational competence* refers to competencies in which the educator show the ability to integrate performance and decision-making with understanding, and the ability to adapt to change and unplanned circumstances and explain the reasons behind these actions (Shrestha, 2008).

Practical competence is the demonstrated ability to perform sets of tasks (Shellabear, 2002:1). According to Robinson (2003:20) and Anon. (2012a), practical competence is the expected ability, in a real-life context, to consider a variety of possibilities for action, make careful thought about which to follow and then perform

the chosen action. For CTA, the assessment tasks cover the abilities that learners have to demonstrate in practice, during performed simulations, the transfer of skills which they learned in theory.

Reflexive competence is the competence in which the educator demonstrates the ability to integrate performance and decision-making with understanding, the ability to adapt to change and unforeseen circumstances and to explain the reasons behind these actions.

Stiggins (2001:20-22) indicates that principals should encourage sound assessment practices at schools by:

- becoming knowledgeable in assessment;
- removing barriers and obstacles so that the educator's own assessment knowledge and skills can improve;
- allaying the fears of educators concerning the assessment practices; and
- providing the resources the educators need for administering of CTA.

Looking at the South African context regarding the problem related to the implementation of CTA, Potenza (2003:1) indicates the frustration of educators with the implementation process. The educators who complained expressed frustrations related to administrative requirements that are being forced on them by the provincial department and District Officials. Many of these requirements relate to assessment procedures, including the number of tests that need to be done, how portfolios should be kept and unnecessary complexity of the recording and reporting system. The investigation of the aforementioned problems formed part of the research.

In addition to keeping mark books and issuing reports, schools are expected to fill in a variety of forms to report on learner progress. In cases where learners have learning barriers it can involve filling in up to five forms. Most educators complained that the prescribed procedures were unworkable and the administration cumbersome. They felt bogged down by processes, which they did not believe added any value to the teaching and learning and assessment processes (Potenza, 2003:2).

Furthermore, Potenza (2003:2) indicates that educators felt that they were inspected too much. Firstly, independent teams arrived to do whole school evaluations. No sooner had this process been completed, when District Officials arrived to do evaluation, often conveying contradictory messages.

In this researcher's opinion, educators are faced with serious difficulties and obstacles regarding teaching, learning and assessment. With low levels of assessment knowledge, competence and skills development, the researcher of this thesis argues that it is highly problematic not only for them to manage and implement the CTA instrument effectively and efficiently, but also to assist educators with learner assessment in Grade 9. However, the problems of assessment are not unique to South African educators.

The new CAPS assessment policy which replaces the CTA instrument will be addressed later on in Chapter Six specifically (*cf.* 6.2).

The focus now turns to an international perspective of CTA in the section below.

3.3.2 CTA: an international perspective

Educators from the United Kingdom (UK) faced numerous problems with the schools' Common Assessment Tests (CATs), which are similar to the South African CTA Instrument. The information could help us to gain information regarding their design and implementation.

Some of the problems experienced by educators overseas with respect to their School Assessment Test are presented here to foreground the possible challenges educators in South Africa could be faced with. The problems are outlined as follow:

- It reduced educators' teaching and learning time in the classroom.
- It created supervisory problems in managing large classes.
- The summative examination was conducted in rooms not designed for large classes.
- Learners were nervous about the formality of the testing programme.
- One of the major concerns was how accurately the learners' performance in the School Assessment Test would reflect their real abilities.

- Educators were anxious about the quality of their professional judgment in classrooms.
- The credibility of overall learner attainment was questioned (Fidler *et al.*, 1997:108).

In South Africa, CTA is an examination written at the end of the year as a summative assessment for Grade 9 learners, typically including extended essays, a piece of research, an analysis task, a set of planned questions, a portfolio of writing or graphic work, a performance or the invention of a design, product or model. Learners are given 20 hours to complete the school-assessed CAT. The CATs are used to validate the school-based assessment which contributes to between 50–75% of the learners' final assessment.

According to Fidler *et al.* (1997:109), the rationale for the inclusion of CATs was to:

- cater for the full variety of learners with difficult backgrounds and aptitudes, providing opportunity and inner motivation to low-achieving learners while continuing to challenge the high achievers;
- place less special attention on ranking and comparing learners and yet provide for fair and appropriate selection in a context of declining work and further study opportunities;
- place greater value on the involvement of learners and on the professional judgment of educators in ensuring that there is uniformity in the assessment of learners across schools;
- provide more detailed information about learners' attainment, but in ways which decrease or at least hold administrative costs and educator responsibilities constant;
- refrain from engaging learners under constant pressure throughout the year; and
- adapt a variety of learning goals, but within a common assessment and reporting framework.

Within the first year of implementation, in 2001, the Minister of Education in the state of Victoria, Australia, called for an evaluation of the use of CATs. The finding

of this report was rather disappointing regarding the state of educational and learning goals that the CATs were supposed to measure.

The main findings included the following aspects, according to Poliah (2003:14):

- There is evidence of possible bias in the grades provided by some verification panels.
- CAT was not user-friendly.
- A minority of educators are involved in unfair practices regarding their assessment.
- Some of the CATs provide a bias in favour of learners from advantaged backgrounds.
- The open-ended nature of some CATs was seen to create pressure on learners to continually improve and perfect work that may already be of an excellent standard. It was reported that some learners were spending more than 100 hours on tasks that were meant to be completed in 20 hours.
- There is evidence of the inability of many educators to assess their own learners reliably and fairly.
- There is evidence of learners who handed in CATs that were not entirely their own work and hence authentication of learners' work was a problem.

In response to the above report, CATs were replaced with course work and the contribution of external assessment was increased in a larger number of subjects. School-assessed coursework comprised assessment activities which were part of the regular teaching and learning programme. Such tasks did not add too much to the workload related to the programme and were mainly finished in class and within a specified time frame.

The experience of the State of Victoria with CATs cannot be used to make direct inferences to the South African experience with CTAs, since the CATs in Victoria were part of the Victorian Certificate of Education (VCE), which is a high stakes assessment that is used for selection to higher education and specific courses.

The researcher has garnered the impression that, nevertheless, the Australian experience is relevant to the South African context in the sense that, for example, the use of more class-based assessments is working well in Australia and should perhaps be applied in South Africa.

The next section will highlight the nature of assessment in the context of NCS. In her investigation the researcher aimed at establishing whether the assessment practices used in the CTA comply with the guidelines set out in the NCS.

3.4 THE NATURE OF ASSESSMENT IN THE NCS

The National Curriculum Statement (Department of Education, 2007a:1) stipulates that assessment in the GET Band should achieve at least one of the following purposes:

- Develop learners' knowledge, skills and values.
- Identify the needs of learners.
- Enable educators to reflect on their own practice.
- Identify learners' strength and weaknesses.
- Provide additional support to learners.
- Revisit or revise sections that learners have difficulties with.
- Motivate and encourage learners.
- Provide information or data to a variety of stakeholders.
- Demonstrate the effectiveness of the curriculum or teaching strategy.

In order to achieve this, the purpose of assessment, methods, techniques/strategies and tools for assessment will be elucidated. The researcher now presents the purpose of assessment in the next section. The information in this section enabled the researcher to determine whether the CTAs fulfil the purpose of assessment as indicated in the NCS (Mammen, 2005:839). This section is covered in the learner questionnaire (*cf.* Appendix I) Section B13, B16, B19 and Section C32; and in the educator questionnaire (*cf.* Appendix H) it is dealt with in Section B12, B16, B21, and Section C31 and C32.

3.4.1 The purpose of assessment

The purpose of assessment, in line with the changing focus of the emerging education and training system in South Africa, is increasingly understood as having the primary function of supporting learning. In the National Curriculum Statement Grades 10-12 (Department of Education, 2007a:23), for example, the point is made

that there are many reasons why learners' performances are assessed. These reasons include assessment for checking progress, identifying and dealing with remedies to barriers to learning, selection and guidance, supporting learning, certification and promotion.

To these purposes one can add that assessment also entails the dimension of quality, assuring the assessment process, the assessment instruments and the performance of assessors. Assessment should increasingly be seen to be in the service of the learner and learning. This is confirmed by Mothata *et al.* (2003:86) who argue that the overall message emerging from the new way of tackling NCS assessment is that assessment is more about engaging learning than about testing; assessment is for the benefit of the learners and their education, rather than for accountability to some external bodies of education or programme.

In addition, other key objectives of assessment, namely to ensure providers' responsibility within the system and to measure the health of the education system, must be borne in mind when drafting an assessment plan. The National Curriculum Statement for Grade 9 suggests that assessment of learner performance should be a routine part of monitoring the performance of the education system. Systematic assessment should be undertaken at the end of each phase within the general education and training phase (Department of Education, 2002a:94).

In ensuring the effectiveness of teaching and learning, the efficacy of policies therefore become an important purpose of assessment. Distinction between formative and summative assessment becomes important in ensuring discussion of assessment in the OBE context.

The differences between assessment practices that are traditional, summative norm-referenced assessment and Outcomes-Based criteria-referenced assessment are presented in the next section in Table 3.1. It is important in this study to highlight the difference as the assessment practices performed by the educators in the context of CTA, have to conform to Outcomes-Based assessment.

Table 3.1: Comparing assessment practices

Traditional norm-referenced	Outcomes-Based criterion-referenced
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Traditional norm-referenced	Outcomes-Based criterion-referenced
Is summative (at the conclusion of a period of learning)	Is formative and diagnostic (on-going/continuous and used to identify difficulties)
Content-based	The process of learning is also assessed.
The product is assessed	Both the product and process are assessed at different stages.
Learners are assessed in relation to others in the classes.	Learners are assessed in relation to their own ability and pace.
Testing and assessment is standardized.	Assessment may be formal or informal.
Questions have no bearing on the life of the learner.	Assessment is contextualized in a life-like situation.
Competition can reach destructive levels.	The learner measures him/herself against his/her own progress.
Power is in the hands of the examiner or outside authority.	The learner takes responsibility for his/her own progress.
Assessment focuses on the individual.	Assessment is individual or occurs in a group situation.
Content of test and examinations is often random and left to chance.	Assessment is controlled in terms of predetermined outcomes and performance indicators.

(Adapted from Gauteng Institute on Education and Development, 2004:50)

The following section will highlight forms of assessment utilized in the context of NCS. This is done in order as the researcher had to be knowledgeable on the

forms of assessment to determine if CTA complied with the guidelines stated in the NCS.

Du Toit and Vandeyar (2004:140) point out the different purposes of assessment as discussed below. These include baseline, diagnostic, formative, summative and systemic purposes.

3.4.1.1 Baseline assessment

Baseline assessment usually takes place at the beginning of a phase or grade. It is done to establish what learners already know. The results assist educators to plan learning programmes accordingly (Du Toit & Vandeyar, 2004:140). Gardner *et al.* (2008:110) explain baseline assessment as a method used by educators to find out about learners' needs at the beginning of the year.

3.4.1.2 Diagnostic assessment

Diagnostic assessment entails making judgments as to how a learner is doing against prior set criteria. This kind of assessment must be engaged to further work that will remediate the learning problems diagnosed. There is thus an overlap between formative and diagnostic assessment. Internationally, there are moves to implement formal, standardized, objective types of diagnostic assessment. It is also possible to view it in a more informal way. It must be remembered, however, that no diagnostic test is 100% accurate. Educators should balance a test result against their own professional experience and knowledge of aptitude (Department of Education, 2006b:4).

3.4.1.3 Formative assessment

Gardner *et al.* (2008:113-114) points out planned formative assessment as comprising two forms, which are planned and interactive. Gardner *et al.* (2008:114) explain planned formative assessment as a concern of the whole class and the educator's purpose is to find out how far the learning has progressed in relation to what is expected in the standard of the curriculum. Information gathering, perhaps by giving a brief class test or special task, is planned and prepared ahead; the findings are fed back into teaching. While interactive summative assessments are not planned ahead in this way, they arise from the learning activity. Their function is to assist in the learning of individuals and their extent is beyond the cognitive

aspects of learning and social and personal learning; feedback to both the educator and the learners is provided immediately. They have attributes of being *informally formative* (Gardner *et al.*, 2008:114).

Formative assessment, the focus of the researcher's study, collects and makes use of information about learners' knowledge and performance to close the gap between learners' current learning state and the desired state via pedagogical actions. Formative assessment then informs educators and learners primarily. It has also been used in aggregate for assessment purposes at the end of the year (Shavelon *et al.*, 2003).

Formative assessment is conducted during instruction, formally or informally. It helps educators to adapt teaching strategies and methods during lesson time in order to affect greater understanding and learning. Formative assessment therefore fulfils a learning requirement that takes place through learning. This form of assessment is seen as being supportive and non-judgmental and focuses on providing constructive criticism to learners. Formative assessment occurs when comments provide feedback to learners in order to bring about an improvement in their submitted work (Chappuis, 2004:18). It thus provides understanding of central concepts, in order to motivate them to improve their acquisition of knowledge and consolidate past work (Luckett & Sutherland, 2000:101).

The feedback may also assist both the learner and the educator in determining how learning is occurring (Biggs, 2003:141). The learner should be able to use it to ascertain which aspect of learning has been understood and which needs further explanation.

3.4.1.4 Summative assessment

Briefly put, summative assessment makes provision for a summary judgment about the learning achieved after some time. Its goal is to inform a target group primarily for certification and accountability purposes. Nevertheless, it has been used to improve teaching and learning (Wood & Schmidt, 2002:34).

Reddy (2004:32) holds the view that summative assessment is a form of assessment that is largely concerned with the final summing up of educational work. This type of assessment often comes at the end of a chapter, a course, or a

school career and is used as a basis for decision-making on progress to a next grade or exit point possibilities.

Assessment provides an overall picture of learners' progress at a given time, for example at the end of a term or year, or when they are transferred to another school (Department of Education, 2007a:2).

3.1.4.5 Systemic assessment

The DoE Assessment Policy makes it clear that this approach needs the gathering of sufficient, correct evidence on which to base a judgment of achievement against the relevant national standard. Systemic assessment is an easy version of checking the performance of the education system. One component of this type of assessment is the assessment of a learner's performance in conjunction with the national indicators (Gauteng Institute on Education and Development, 2004:240).

According to the Department of Education (2007a:2), systemic assessment is similar to formative assessment. However, it will always lead to some form of remedial action or programme. It shows up learners' performance against national indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner attainments so that it can be used to assist in curriculum advancement and in evaluating teaching and learning.

Figure 3.3 indicates the interrelatedness of the aforementioned purposes of assessment in the context of CTA.

ASSESSMENT

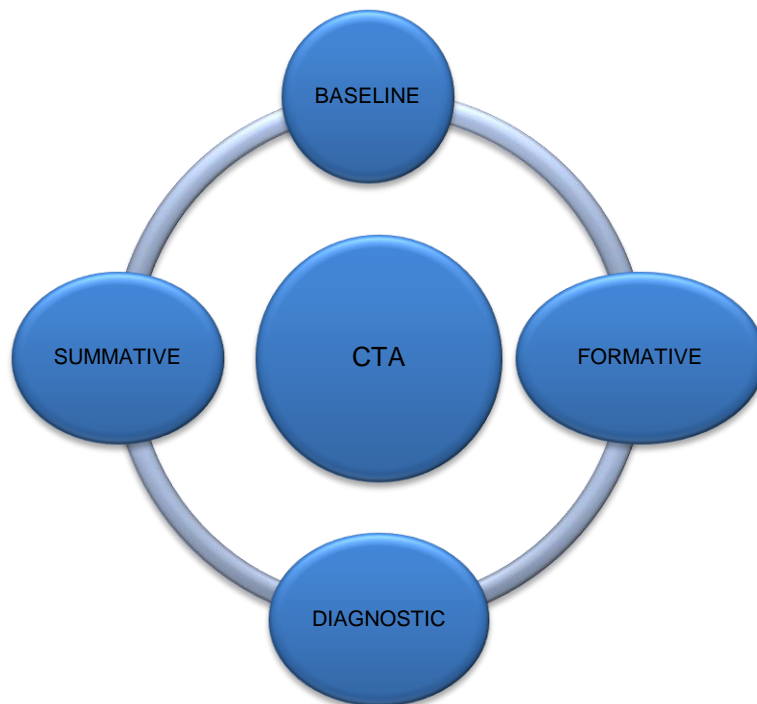


Figure 3.3: Purposes of assessment in the context of CTA

With regard to CTA, the baseline assessment serves as a foundation on gathering what learners already know to align the teaching and learning to the areas in which learners are lacking knowledge. Concerning diagnostic assessment, educators and assessors must provide a link between further work or advanced assessment standards and assessment outcomes to tackle problematic tasks in Section A so that when learners complete Section B, the problematic areas would have been worked on.

For formative assessment, CTA must gather information about learners' knowledge performance to close the gap between learners' current state of learning and the desired state of pedagogical actions. Feedback must be communicated to learners on how learning is progressing according to CTA. Lastly, summative assessment can be evaluated through CTA by measuring whether the educators covered the required year programme through continuous assessment during the year, and whether learners achieved the Learning Outcomes.

Outcomes-Based assessment requires the application of a variety of assessment methods, tools and techniques which will be elucidated in the following sections.

3.4.2 Assessment methods

According to the South African Institute for Distance Education (2008:38), a method of assessment refers to a procedure that needs to be followed to assess learners, for example by self-assessment, peer or group or educator assessment. An assessment tool refers to any instrument to be used in assessment, for example an observation sheet, portfolio, journal, questionnaire, exhibition, class photo and test. An assessment technique is a skill used by the educator as an assessment method and tool through which evidence produced by the learner – such as project work, collages, a research project, role-play, interviews, panel discussions, posters, maps, tables, and charts – are assessed.

Different methods of assessment can be used to collect evidence of learner performance. Educators administer assessment over time in a variety of ways to allow them to observe multiple tasks and to collect information about what the learners know, understand and can do (Luckett & Sutherland, 2000:112).

Learners receive feedback from educators based on their performance and it allows them to focus on topics they have not yet mastered. Educators get to know which learners need review and remediation and which learners are ready to move on to work that is more complex. Outcomes-Based Assessment involves assessing learners regularly in a manner that integrates learning and assessment; it uses feedback from each assessment to inform further learning and construction of the next assessment. It is usually formative and developmental in purpose, using a range of assessment methods (Luckett & Sutherland, 2000:112-113).

Formal recorded assessment tasks should be educator-based assessment and can be completed with self and peer assessment. The NCS Orientation Programme (Department of Education, 2006c:96) indicates that the methods of assessment should vary so that educators can master a range of knowledge, skills and values. The following table, Table 3.2, presents an overview of different assessment methods.

Table 3.2: Assessment methods

Methods of assessment	Evidence produced	Strengths / weaknesses
<p>Self-assessment Learners are given criteria and asked to assess their own performance.</p>	<p>Evidence of how the individual learner views his/her own progress.</p>	<p>This offers good evidence of how the learner sees his/her own progress. It may not give a comprehensive picture of learner performance, as the learner may be judging his/her own competence incorrectly. It supports the development of reflection and critical thinking. Educators should try to discuss the assessment with learners. Self- assessment is not adequate if it is the only method of assessment used.</p>
<p>Peer-assessment Learners are given criteria and asked to assess the work of another learner or a group of learners.</p>	<p>Evidence of how learners view other learners' progress. Peers can assess another's written work, using a checklist or mark schedule or by providing informal comments.</p>	<p>This gives good evidence of whether others can follow and understand a learner or group of learners. Learners may not be able to judge their performance against the assessment standards. Educators should try to discuss the assessment with learners. Peer assessment is not adequate if it is the only method used.</p>
<p>Educator-assessment The educator uses criteria to assess individual learners or groups of learners for different purposes to determine their level of performance so as to improve teaching and learning.</p>	<p>Evidence of learner achievement against Assessment Standards. Insight into learners' needs at any given time during the learning process. Insight into own practice for reflection purposes.</p>	<p>The educator can assess the learner against the Assessment Standards and can compare the learner's achievement to his/her previous achievement or to that of other learners. Educator assessment is, however very important and should not be neglected in favour of peer and self-assessment.</p>

(Adapted from NCS Orientation Programme, Grades 8 & 9, Department of Education, 2006c:96)

Table 3.2 above summarizes different assessment methods that could be used in the design of CTA: self-assessment, where a learner is encouraged to assess himself/herself; peer-assessment, where learners can assess each other; and educator-assessment, where an educator assesses the learners. Each type of assessment method has its weaknesses and strengths, so according to the information contained in the table, CTA designers can look at both the strengths and weaknesses in order to decide which methods would be appropriate when planning tasks for CTA.

In the context of this study, the two tables used above (Table 3.2) and below (Table 3.3) were used in this study to guide the researcher in identifying appropriate assessment strategies, methods and tools that could be employed during CTA assessment in EMS.

Methods of assessment vary according to the NCS (Department of Education, 2006c:96), to enable educators to assess a range of knowledge, skills and values.

Apart from the assessment methods, different assessment techniques/strategies should be used when designing assessment tasks.

3.4.3 Assessment techniques/strategies

Assessment techniques/strategies are the ways followed to assess a learner's performance, using a number of assessment forms appropriate to the task and the level of the learners' understanding (Gauteng Institute on Education and Development, 2004:237). Educators can select assessment techniques/strategies depending on the purpose of assessment. These techniques/strategies will also depend on a specific learning area and learning activity. It is of the utmost importance that the techniques/strategies used should be appropriate for the target or Learning Outcomes being assessed.

Some examples of assessment techniques/strategies include oral presentation, practical activities, assignments, projects, research and tests (Kotze, 2004:51). According to the Gauteng Institute on Education and Development (2004:237), the choice of assessment techniques/strategies is subjective and unique to each educator. It also depends on the learners. All

learners should be catered for in terms of their different abilities, interests, life experiences, worldviews and motivation.

Apart from assessment methods and techniques/strategies, educators need to consider a variety of assessment tools when assessing learners.

3.4.4 Assessment tools

Tools are devices used by educators to assess learners' work such as rubrics, memoranda and checklists to help learners to learn (Gauteng Institute on Education and Development, 2004:236). Tools are like items in a catalogue. One can choose which items one wants and which items to disregard. In this way, educators might choose which teaching tools they want to use in a particular lesson, and which they want to ignore. Examples of tools can be giving a class a model to illustrate a point, showing learners a picture, conducting a lesson outside the classroom, suggesting a different viewpoint, writing a significant word on the board, taking a class on an excursion, and so on.

Therefore, the educators should consider using different assessment methods, techniques/strategies and tools to allow the learners to demonstrate their abilities. The chosen methods, tools and techniques/strategies must make provision for a variety of opportunities for learners to indicate their achieved knowledge, skills, values and attitudes.

According to the NCS policy for EMS (Department of Education, 2007b), there are specific assessment methods, techniques/strategies and tools applicable to EMS. The researcher explores these in the section below.

3.4.5 Assessment methods, techniques and tools in EMS

The table below, Table 3.3, illustrates the assessment methods, techniques/strategies and tools that work best for EMS.

Table 3.3: Assessment methods, techniques/strategies and tools in EMS

Assessment techniques/ strategies	Assessment tools	Practical example for EMS	Assessment method
Tests	Memorandum	Questions based on the learning programme according to assessment standards and learning outcomes.	Individual
Performance-based	Checklist/ Rubric	Learners can, for example, create a product as part of showing the production process and steps in the production of a product of their choice.	
Interviews	Rubric	Learners can be requested to go to the bank and interview the manager or consultants about the products and services provided by this financial institution.	Group work
Questionnaires	Rubric	Learners can do market research about a certain product to get views from the consumers about the product.	Individual or group work
Structured questions	Memorandum	Learners could be asked questions about, for example, how the reconstruction and development benefit the citizens of the country.	Group or individual work

Assessment techniques/ strategies	Assessment tools	Practical example for EMS	Assessment method
Assignments	Rubric and memorandum	Learners could compile a business plan.	Individual
Case studies	Memorandum	Learners could be given a case on responsibilities of an entrepreneur, analyse the case and apply their answers, based on responsibilities which are only indicated in the case study.	Individual
Practical exercises/ demonstrations	Checklist and Rubric	They could demonstrate through a poster: draw a mind-map of business costs and an income map on how income and expenses relate.	Individual or group work
Projects	Rubric and checklist	The learners could conduct research on different forms of ownerships, how they operate and how they pay their income tax.	Group work
Role-play	Checklist	The learners could role-play how a transaction is done; for example, when buying equipment for the business, they can role-play gaining equipment (furniture), indicating that money in the bank decreases because of a cheque payment or a withdrawal.	Group

Assessment techniques/ strategies	Assessment tools	Practical example for EMS	Assessment method
Simulations	Rubric	Learners could simulate a market place and sell products. They calculate their costs and check how much profit they have made. It could be car washing at school as a service rendered.	
Oral / Oral questions	Checklist	The learners could be asked to listen to a budget speech and do an oral presentation in class.	Individual
Observations	Checklist and rubric	Learners could go to the industry and observe how the production of goods and services occur, then fill in an observation sheet to give feedback in class.	Individual
Self-reporting assessment Survey	Checklist and rubric	Learners could report on how people's needs could be identified and met.	Individual

(Adapted from the NCS policy for EMS; Department of Education, 2007b)

The information contained in Table 3.3 guided the research investigation in identifying whether the implementation of the CTA made provision for variety during assessment. This was addressed in the learner questionnaire (*cf.* Appendix I) in Section B14 and in the educator questionnaire (*cf.* Appendix H) in Section B15.

3.5 THE DESIGN OF COMMON TASK ASSESSMENT

3.5.1 Background

This section provides background to the study. Firstly, it discusses the purpose of CTA introduced in South Africa in Grade 9 in 2002. Followed by the departmental assessment guidelines, it discusses the main tasks that were written in 2009 in EMS.

The Department of Education introduced and piloted Common Tasks for Assessment (CTA) from 2001, in order to assess the level of performance of learners at the end of the General Education and Training (GET) phase (Grade 9) across all learning areas. GET is the end of compulsory education and learners should all have mastered a number of basic skills by the end of Grade 9 in order to be ready for the outside world as workers and mature responsible citizens (Poliah, 2003:7).

The CTA implies that all learners are supposed to be assessed via the same tasks and criteria. Performance is to be reported on a common scale. The researcher saw an opportunity to evaluate the implementation process of CTA and to give feedback which will be useful to the Ministry (DoE) and other stakeholders in education, in order to improve the standard, reliability and validity of CTA. Furthermore, to enhance the credibility of monitoring and evaluation, it is desirable that a credible body outside the Department of Education also conduct research since evaluation by another body brings a particular dimension to evaluation research (Parlett & Hamilton, 1997:13).

It is worth indicating at the onset in unambiguous and precise terms that the researcher is not proposing to replace the CTA instruments. Information was collected from educators and learners in the form of two questionnaires (*cf.* Appendices H & I). Questionnaire items B1 to B21 dealt with the design containing closed items; Section C dealt with the implementation of CTA and

dealt with open-ended items in the learners' questionnaire. In the educators' questionnaire, sections B7 to B23 dealt with the design of the CTA; sections C24 to C42 dealt with implementation and this was addressed in the form of closed and open-ended questions. Sections D43 TO D47 dealt with aspects that relate to assessment policy at schools, by way of closed questions using a semantic scale. Section E dealt with aspects regarding the administration of internal assessment, open-ended items were used. Section F50 to F55 dealt with the administration of internal practical assessments, open-ended items were used on problems with regard to the design, implementation, management and reliability, authenticity and validity of the EMS CTA. This was done for the purpose of evaluating the CTA implementation process and to establish managing its quality at schools.

In South Africa, CTA was introduced and piloted in Grade 9 for each learning area, in order to determine if learner performances comply with the demands and criteria set for the General Education and Training Certificate (GETC).

CTA provides a number of activities/tasks in which learners are afforded the opportunity to demonstrate a particular ability under both controlled/supervised by the educator and uncontrolled conditions. Section A, which is informal, means learners can take this section home: no educator supervision is required; Section B, which is formal, means there is controlled supervision when written. This was addressed in the learner questionnaire (*cf.* Appendix I) in section C27.

3.5.2 Features of the CTA implementation process

Management and development of assessment instruments such as CTA should comply with guidelines according to the National Assessment Policy (Poliah, 2003:10; Department of Education, 2007c:24):

- The Department of Education, together with provincial departments of education, will manage and develop the Learning Area Assessment Guidelines. These guidelines will focus on assisting educators to implement assessment tasks.

- The assessment guidelines should consist of exemplars of tasks set for the Learning Area/Programme. These tasks will be revised from time to time, depending on the diverse needs of the Learning Area or Programme.
- The Department of Education will manage the design of the CTA and set the national time-table for the administration of pen-and-paper tasks of the CTA
- The pen-and-paper task will be conducted under controlled conditions, and follow a national time-table.
- Educators are urged to mark the Common Tasks for Assessment using the supplied marking guides or memoranda, and the officials of each provincial education department must monitor and moderate marking.
- Accredited examining bodies will be responsible for the development of external assessment instruments and guidelines in keeping with the requirements of the National Curriculum Statement and Umalusi.
- The Department of Education will be responsible for designing, developing and recording tools that should be kept by schools, such as record sheets, learner profile documents and schedules. The Provincial Department of Education will print these and make them available to schools. These may also be made available electronically. Schools will design and develop report cards using the content as provided in paragraph 77 of the National Assessment Policy (Department of Education, 2007c:24).

In light of the above, the Department of Education provided guidelines to educators on how CTA needs to be implemented. The Department of Education is lenient on some aspects, for example how mark sheets in the implementation of CTA should be designed; these mark sheets need to be designed within the guidelines that are provided (Department of Education, 2007c:17). The researcher argues that this could lead to a discrepancy of documents because schools differ: if CTA is a common exam, there should be uniformity of mark sheets at schools as well. This section was addressed in the educator questionnaire (*cf.* Appendix H); in the learner questionnaire it was addressed in Sections C35 and C36 (*cf.* Appendix I).

3.5.3 Administering the CTA

According to the Department of Education, CTA should be administered at schools as follows (Department of Education, 2007a:25-26):

- The Departments of Education, in collaboration with the Provincial Departments of Education, develop a management plan in respect of the CTA process. The management plan ascertains that the CTAs are properly secured and kept confidential. Where necessary, schools may be supplied with a timetable for conducting one or both sections of the CTA. Any such timetable is adhered to strictly.
- CTAs are distributed to schools by the Provincial Departments of Education in time to ensure that schools can plan for conducting the CTAs, develop the necessary management plans and ensure that appropriate resources are available.
- The Provincial Departments of Education register all Grade 9 learners for participation in CTA and capture the results of the process. All schools must include appropriate measures for managing the CTA process in their assessment policy. Educators and officials who receive the CTA in advance to prepare for the administration of the assessment must handle the process with the highest level of confidentiality in order not to give any learner or group of learners an advantage over others. Educators and officials failing to adhere to such confidentiality may be charged with misconduct in accordance with the Employment of Educators' Act or any other relevant legislation by the Head of Department or his/her nominee (Department of Education, 2007a:25-26): Furthermore, learners who do not complete the tasks as required or who do not hand in authentic evidence of achievement can forfeit marks obtained in the process, as the CTA must be completed in order for a learner to be promoted. Such a learner will not be promoted to Grade 10 in the following year (Department of Education, 2007c:25).
- Moderating takes place at national level. The General and Further Education and Training and the Quality Assurance Council (UMALUSI) moderate all the different components of assessment at Grade 9 level.

UMALUSI attests to the standard appropriateness and applicability of both the Continuous Assessment and the Common Task for Assessment. Moderation mechanisms should be put in place at school, provincial and national level. The moderation of both the CASS and the CTA are done per Learning Area / Learning Programme by the Learning Area specialists.

- The Provincial Departments of Education oversee that appropriate moderating procedures at school and district levels are in place to verify and moderate CTAs. A sample of at least 3% should be moderated at school district or cluster level and at least 2% at provincial level. Provinces should ensure that a representative sample is drawn at each level (Department of Education, 2007c:26).

In this study, it was established what improvement educators would like to make concerning CTA and how the quality of CTA tasks could be enhanced, how moderation was carried out and which mechanism was used to moderate the CTA. This section was addressed in Section C of the educator questionnaire (*cf.* Appendix H), which deals with implementation: C31, C33, C36, C39 and C41.

CTA is a national, externally set assessment of Grade 9 learners at the end of the General Education and Training band (GET). It is used as an external summative assessment instrument. CTA is moderated by AMALUSI and contributes 25% of the final mark. This instrument is designed to sample learner achievement in each Learning Area through tasks that encompass a range of appropriate and relevant assessment techniques/strategies and activities (Department of Education, 2007a:10).

CTA serves as a standardizing tool, as all learners of the province are exposed to CTA instrument. These two can provide a benchmark for the internal continuous assessment procedures for the districts. According to the Department of Education (2004a:1), the benefits of CTAs provide a system of measuring achievement at different levels. Educators in the centres build capacity from the experience of administering CTA.

In the following section, a short description of how the EMS CTA was initially designed in 2001 to the year 2009 will be provided.

3.5.4 The design of the CTA: Section A and B

The administration of the CTA section A was infused into the routine schedule of the school. CTA was designed to include a number of tasks, and various criteria were set to evaluate each task: one section of CTA, namely Section A, is to be completed during classroom instruction time which is indicated as four hours. Section B is administered in controlled examination-like conditions and follows a national timetable (Department of Education, 2007a:24), with the time allocated for this section indicated as two hours.

An example from EMS would be the Learning Programme called *General Elections*. A Learning Programme (theme) focuses on achieving a group of Learning Outcomes in specific important areas to develop learners holistically (Department of Education, 2007b:18). In this context, learners have to explore the roles that elections play in the economy of our country.

The mark scheme for Section A amounts to 160 marks and for Section B to 100 marks. The total marks for both sections are 260 marks altogether (Department of Education, 2007b:1).

In Table 3.4, the researcher presents the components of both Sections A and B of the 2009 CTA. In the table the task, Learning Outcomes (LO), Assessment Standards (AS), form of assessment, assessment tools and method used, marks and time allocation for each task are outlined.

Section A comprised of four tasks, which are indicated in the table below.

Table 3.4: Summary of the 2009 EMS CTA – Section A

Task ACTIVITY	LO & AS	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
1.1	LO1:AS 1 & 2	The flow of money within the economic cycle of South Africa	Written presentation	Memorandum	Group and Individual	16	15
1.2	LO1:AS 2	The role of the foreign sector in the economic cycle of South Africa	Written presentation	Memorandum	Group	12	45
1.3	LO1:AS 3	The influence of supply and demand on prices	Written presentation	Memo	Individual	12	30
2.1	LO1:AS 5 LO2:AS1, 2, 3 &4	Sustainable growth, reconstruction and development	Written presentation	Rubric	Group and individual	30	45
3.1	LO3:AS 1,2, 3& 4	Managerial, consumer and financial knowledge and skills	Written cross-word puzzle	Memorandum	Group work	12	15

Task ACTIVITY	LO & AS	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
3.2	LO3:AS1	Managerial, consumer and financial knowledge and skills	Written presentation	Memorandum	Group	18	15
3.3	LO3:AS 3	Managerial, consumer and financial knowledge and skills	Written presentation	Memorandum	Individual	24	30
3.4	LO3:AS 6	Managerial, consumer and financial knowledge and skills	Written presentation	Memorandum	individual	6	15
4.1	LO:4: AS1, 3 & 5	Entrepreneurial knowledge, skills and attitude	Case study	Rubric	Group and individual	30	30

Annexures were provided to give learners information about the topic or to orientate them around the content used in the case study.

Table 3.5 indicates the Annexures that were provided to the learners.

Table 3.5: CTA Section A – Annexures

ANNEXURE	TOPIC	PAGE NUMBER
A	Economic cycle	23
B	Sustainable growth and development	24
C	Managerial, consumer and financial knowledge and skills	31
D	Entrepreneurial knowledge and skills	32
E	Rubric to assess task 2	33
F	Flow chart showing economic cycle	34
G	Balance sheet template	34
H	Rubric to assess task 4	35
GLOSSARY	Terms, concepts and terminology	36

After a critical evaluation of the 2009 EMS CTA, the researcher came to the following conclusions:

When one looks at Section A, the design looks poor if one inspects assessment tools and forms in EMS. The designers looked at only memoranda and rubrics as assessment tools, whereas there are a variety of these assessment tools available in EMS.

This researcher sees this as a serious weakness in the written CTA. The designers of the CTA in activity 2.1 (Section A; Department of Education, 1999) could, for example, use a debate as a form of assessment to assess the learner's ability to establish and explain how government spends its

resources; to facilitate growth and development; to critically analyse and comment on the success and shortcoming of the Reconstruction and Development (RDP); and explain the role of investment in economic growth and prosperity. The rubric is appropriate as an assessment tool.

When looking at Section A, activity 3.2 (Department of Education, 2007b:12), learners could do the written presentation as an informal activity, not for assessment, and then do an oral presentation to identify the various aspects of the income statement. A checklist could be used as an assessment tool to verify whether learners are able to identify these aspects. In Activity 3.4 of Section A (Department of Education, 2007b:16), the form of assessment that would fit the activity used is a poster. Learners could collect a picture of a debit card, old used cheques and postal orders to paste on the poster, then explain the purpose of each method of payment and describe this method of payment in their own words.

Looking at activity 4.1 (Department of Education, 2007b:17-36), a case is also a sound form of assessment. However, to assist learners to reach or meet the required learning outcome, a simulation could be used: for example, learners demonstrate practically in class how the promotion of products will be done. It will enable the educator to cover the learning outcome to promote and organize entrepreneurship fully. The learners need to transfer skills learned from theory to complete hands-on activities which are practical tasks. This process of transferring skills enables learners to remember what they have done in theory. By using these methods and strategies as indicated, they will fit the outcomes to be achieved.

Another point of concern is that written presentation and a case study are mainly used as assessment techniques/strategies. However, according to the National Curriculum Statement (Department of Education, 2006a), the designers could have included other techniques/strategies such as simulations, projects, mind maps, surveys and checklists as assessment tools to address specific activities in Section A of CTA 2009, as pointed out later (*cf.* 2.1; 3.2; 3.4 & 4.1).

The next table, Table 3.6, presents the summary of the EMS CTA Section B that was written in 2009.

The table below depicts tasks, Learning Outcomes (LO); techniques/strategies; assessment tools; assessment methods; marks and time allocation of Section B written in 2009.

Table 3.6: Contents of 2009 CTA Section B

Task ACTIVITY	LO &	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
1.1	LO1:AS 1	Multiple choice	Written presentation	Memorandum	individual	10	
1.2	LO1: AS 2	Match columns A and B	Written presentation	Memorandum	individual	5	
1.3	LO2:AS 1	True or False	Written presentation	Memorandum	individual	5	
1.4	LO:2 AS2	Fill in the missing words	Written presentation	Memorandum	individual	5	
2.1	LO1:AS 1& 2, 4 &5	Factors of production	Written presentation (case study)	Memorandum	Individual	4	Not indicated
2.2	LO1:AS 1, 2, 4 &5	Outputs	Written presentation	Memorandum	Individual	2	Not indicated
2.3	LO1:AS 1, 2, 4 &5	The influence of supply and demand on prices	Written presentation	Memo	Individual	2	Not indicated

Task ACTIVITY	LO &	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
2.4	LO1:AS 1, 2, 4 &5	Reconstruction and development	Written presentation	Memorandum	individual	8	Not indicated
2.5	LO1:AS 1, 2, 4 &5	Trade unions	Written (open- ended question, yes or no)	Memorandum	Individual	3	Not indicated
2.6	LO3:AS1	Investment	Written presentation	Memorandum	Individual	2	Not indicated
2.7	LO1:AS 1, 2, 4 &5	National Budget	Written presentation	Memorandum	Individual	1	Not indicated
2.8	LO1:AS 1, 2, 4 &5	National Budget	Written presentation	Memorandum	individual	1	Not indicated
3.1	LO1:AS 1, 2, 4 &5	Business Enterprise	(Short direct question) Written presentation	Memorandum	individual	1	Not indicated
3.2	LO1:AS 1, 2, 4 &5	Expenses in a business	Written presentation (Listing)	Memorandum	individual	1	Not indicated
3.3	LO1:AS 1, 2, 4 &5	Employment of staff	Written (short questions)	Memorandum	Individual	1	Not indicated

Task ACTIVITY	LO &	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
3.4	LO1:AS 1, 2, 4 & 5	Assets	Written presentation (Yes or no and reasoning)	Memorandum	Individual	2	Not indicated
3.5	LO1:AS 1, 2, 4 & 5	Income statement	Written presentation	Memorandum	Individual	16	Not indicated
3.6	LO1:AS 1, 2, 4 & 5	Income statement	Written presentation	Memorandum	individual	1	Not indicated
3.7	LO1:AS 1, 2, 4 & 5	Income statement	Written presentation	Memorandum	individual	2	Not indicated
4.1	LO4:AS1, 4 5)	SWOT analysis	Written presentation	Memorandum	individual	1	Not indicated
4.1.1	LO4:AS1, 4 5	SWOT analysis	Written presentation	Memorandum	individual	1	Not indicated
4.1.2	LO4:AS1, 4 5	SWOT analysis	Written presentation	Memorandum	individual	1	Not indicated
4.1.3	LO4:AS1, 4 5	SWOT analysis	Written presentation	Memorandum	individual	1	Not indicated

Task ACTIVITY	LO &	ACTIVITY	ASSESSMENT TECHNIQUES/ STRATEGIES	ASSESSMENT TOOLS	ASSESSMENT METHODS	MARKS	TIME IN MINUTES
4.2	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	individual	1	Not indicated
4.2.1	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	individual	1	Not indicated
4.3	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	Individual	1	Not indicated
4.4	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	Individual	1	Not indicated
4,.4.1	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	Individual	1	
4.4.2	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	Individual	2	
4.3	LO4:AS1, 4 5	Market research	Written presentation	Memorandum	Individual	2	
4.4.3	LO4:AS1, 4 5	Marketing Mix	Written presentation	Rubric	Individual	14	

Looking at Section B of the EMS CTA, memoranda and rubrics were used as assessment tools, which reflect another weak area in this EMS CTA. The researcher believes that the designers could have used other varieties as assessment tools applicable to EMS.

Because activity 1.2 reflects the same LO and AS, a suggestion could be made to substitute it with, for example, an activity based on trade unions: learners could be asked to make a list of the trade unions and write an essay on one of them. A rubric could then be used to mark this activity. Furthermore, the activity can be expanded to request learners to read an extract to compare the labour system before and after 1994 and use it for a class debate. A checklist could be used as an assessment tool for this activity.

In the following section, the management of the implementation of CTA is explained.

3.6 THE MANAGEMENT OF THE IMPLEMENTATION OF CTA

Assessment of Grade 9 learners happens in accordance with the National Curriculum Statement (2006a) and the Assessment Policy (Department of Education, 2007c:7). Generally, assessment consists of a number of tasks or activities throughout the year which will include projects. This is followed by CTA for assessment in the fourth term. The National Assessment Policy (Department of Education, 2007c:7) stipulates that such examinations can only be used as part of the testing component, which is one of five components for the continuous assessment. The final examination would thus count very little towards the promotion mark of the learner. This policy states that there should be an externally moderated component to the assessment of Grade 9 learners.

The policy framework, which outlines the assessment and promotion requirements applicable to Grade 9 learners in the schooling system, was issued in 2003 (Department of Education, 2003a:8). In terms of this framework, in addition to the need for the continuous assessment of learners, CTAs must be designed in such a way that they should be administered at least once a year, during the fourth quarter.

In the next section, the focus will be on the management of CTA at school level, educators' responsibilities, management at school district and provincial level, and problems experienced during the implementation of CTA.

3.6.1 Management at school level

This section elaborates on the SMTs and their responsibilities.

Management responsibility is laid down in Circular 52/2008, which is informed by the National Education Policy of the Department of Education (2007c). This policy pertains to the CTA instrument, which includes directives or guidelines for effective management at schools. The discussion of the provincial guidelines which underpin the implementation of the CTA instrument is necessary, as they prescribe the management responsibilities for implementing the CTA instrument. In this respect, principals have to ensure that:

- registration procedures for Grade 9 assessment are completed timeously (Gauteng Department of Education, 2003d:2-4);
- the prescribed number of school-based assessments are completed (Gauteng Department of Education, 2003a:6-7);
- the CTA Instrument is administered according to the national timetable (Gauteng Department of Education, 2002b:3-5);
- the promotion requirements for Grade 9 are applied in accordance with provincial regulations (Gauteng Department of Education, 2003c:2-5); and
- educators and learners' portfolios are duly completed and sent to the districts for moderation (Gauteng Department of Education, 2003b:3-6).

It is essential to point out that provincial directives clearly prescribe specific management responsibilities and, implicitly, accountability for implementing the task. These obligatory instructions are meant to assist and guide principals and SMTs to manage and oversee the important task efficiently.

3.6.1.1 Responsibilities of SMTs

The Schools Act (84 of 1996:sec.16(3)) devolves power and authority to principals, SMTs and educators for the professional management of teaching

and learning, and governance to SGTs. Moreover, the Schools Act makes a clear distinction between professional and governance responsibilities. Professional management responsibilities include performing and carrying out professional management functions, such as:

- the day to day administration and organization of teaching and learning;
- performing the departmental responsibilities prescribed by legislation;
- organizing all the teaching and learning activities, including assessment;
- managing personnel and finances;
- deciding on the intra-mural curriculum; and
- deciding on the purchasing of textbooks and equipment (Potgieter *et al.*, 1997:13-14).

3.6.1.2 Educators' responsibilities

Educators' responsibilities concerning the implementation of the CTA instrument are prescribed in the Teacher's Guide for guiding them on how to conduct CTA (Department of Education, 2003c:2). The guide indicates that the focus of activities and assessment in the instrument is on Assessment Standards and Learning Outcomes. A developmental outcome is a cluster of Learning Outcomes and Assessment Standards that forms a theme such as communication (Department of Education, 2007c: 25-32).

The educator's responsibilities are to (Department of Education, 2003b:3):

- introduce, contextualize and describe the CTA Instrument to learners;
- guide the brainstorming sessions;
- divide the class into smaller working groups that are manageable;
- help to allocate roles in the groups;
- ensure that activities are completed within allocated time frames;
- manage the CTA process continuously;
- if necessary, intervene and address problems; and

- complete and include various forms of assessment in the learner's portfolio and engage with learners to promote learning.

The Department of Education Guidelines for Moderation of Continuous Assessment and CTA for Grade 9 Learners (Department of Education, 2002b:6) assert that it is the principal's responsibility to ensure that all educators in Grade 9 compile a portfolio per Learning Area as evidence of work covered with the learners throughout the year.

The educational manager should also ensure that learners have one portfolio for each Learning Area. According to the Department of Education (2007:16), the requirement for formal recorded assessment for Grade 9 as set in Table 7 of this policy indicates that for EMS for terms one, two and three there should be three formal assessments and in the fourth term CTA is included. Principals are to ensure that the Head of Department / grade head / senior educator at the school moderates 10 portfolios and Section A of the CTA for each learning area. This must be done by using educator and learner checklists that indicate that the criteria for an appropriate moderation procedure at schools and at district level are in place to verify and moderate continuous assessment (CASS). At the same time, the administration related to the CTA and the portfolios must be in place (Department of Education, 2002b:24-26).

A record of all learners' progress is reflected on the recording sheet of each Learning Area. These recording sheets may be the working mark sheet developed by Learning Area coordinators or the mark sheets used by individual schools, as long as records of all marks of tasks completed are included in the educators' portfolios. It is noted that educators are only involved in the designing of working mark sheets and not in the planning and the designing of the CTAs (Department of Education, 2006b:10-11).

Initially in 2003, when CTA was introduced at schools, there was no prescribed or proper tool designed to record marks that can be decided at cluster level to use one common mark sheet to avoid confusion of different mark sheets being designed by various schools.

One of this researcher's arguments is that there is no written document that the principal can use as guide for the administration of the marks of CTA. In 2007, the Department of Education developed a guideline and a format for mark sheets to guide educators on how to record marks (Department of Education, 2007b:26):

According to the researcher of this thesis, due to the experience at some schools – including where the researcher was teaching – moderation of 10% of the portfolios is not done until such time that the district brings the names of learners for moderating purposes. After the moderation by Heads of Departments, the principal signs the moderation report, which must be filed in the educator's portfolio. It is the responsibility of the principal to ensure that portfolios and CTAs are delivered and collected at the moderation centres. The Department Assessment Team (DAT) advises principals on how to package the portfolios and CTAs for control purposes (Department of Education, 2007b:27).

3.6.2 Management at school district level

According to the Department of Education Guidelines for Moderation of CASS and CTA (Department of Education, 2002b:6), DAT conveners are to identify the moderation centres and inform school principals and Head Office with the necessary logistics. They have to inform the schools' principals about the delivery time and date of the showcase portfolios and CTAs moderation. The moderation process occurs over a period of 10 days according to the management plan of the particular year. The existing Learning Area cluster would form the basis for moderation. Educators in a cluster will moderate the showcase portfolios and Section A of the CTA of schools within their cluster.

Principals are to submit a list comprising one moderator per Learning Area to the DAT convener by September. The moderator should appoint the educators who represent the school at Learning Area cluster meetings for that particular Learning Area (Department of Education, 2002b:6).

3.6.3 Management at provincial level

It is the responsibility of the DAT convener to collate and compile the list of all selected moderators and forward those to the head office of the Intersen Learning Area Coordinators, to be monitored in the moderation process.

3.6.4 Management problems experienced during implementation

There are numerous challenges emerging from the implementation of CTAs and the *National Assessment Policy* at schools. These new policies impede progress, create chaos and put principals, educators and learners under tremendous pressure during implementation (Bush *et al.*, 1999:40-43).

Research on the implementation of the national curriculum in the United Kingdom indicates that principals were experiencing problems such as (Bush *et al.*, 1999:40-43):

- uncertainties linked to the change and implementation process;
- excessive paperwork which bogged them down;
- difficulties in managing the implementation of the National Curriculum;
- poor co-ordination, control and management of the implementation process by the education authorities; and
- the new curriculum eroded their teaching confidence.

The pressure of implementing the new curriculum in the United Kingdom elicited strong words such as *frustration*, *challenge* and *bewilderment* from principals when they described their work during that period (Bush & West-Burnham, 1994:43).

The implementation of OBE and the *National Assessment Policy* in South Africa also introduced new challenges to principals and educators for which they were not ready.

In this study, the problems such as those of logistics, irregularities, compiling mark sheets, unclear tasks in CTA and the absenteeism of learners experienced by SMTs with regard to the implementation and administration of CTA was *inter alia* investigated to determine how the SMTs cope with the demands and the challenges they face with the implementation and

management of CTAs. This part is dealt with in Section C of the educator questionnaire (*cf.* Appendix H), which covers the implementation of the CTA C42 and Section F which deals with the administration of internal practical tasks F51, F52, F53, F54 and F55; and in the learner questionnaire (*cf.* Appendix I) this is covered in Section C38, C39, C40 and C41.

3.6.4.1 Problems experienced in South Africa with the implementation of CTA

According to Venter's research on CTA (Venter, 2003), the educators are overloaded with numerous CASS tasks so that they do not have time to do continuous assessment. Furthermore, they look at CTA as an extra workload on educators and learners because it is not part of CASS. It seems that educators would be in favour of CTA being part of CASS, but not as a separate assessment instrument (Venter, 2003). Educators also complain about moderation that needs to be done internally, which is time-consuming. They further complain about cluster meetings which they regard fruitless because the result will later be moderated by subject advisors and Umalusi.

Other causes of disagreement about cluster groups are that educators feel that they are being called upon, in the midst of their own workload, to do the work of the Department of Education. They feel that the cost involved in travel and photocopying are not their responsibilities. These educators complain about the time collating and assembling everything into portfolios, and time spent in liaising with subject advisors. And this has to be done with ever-bigger classes with ever-declining standards of work ethic and behaviour. All this is happening in the context of the new NCS policy, which involves training meetings. This means greater demands on educators and management alike (Venter, 2003).

The use of CTAs as part of the GET assessment programme should be encouraged since CTAs promote the principles of outcomes-based assessment such as (Poliah, 2003:9):

- relieving learners of some of the pressures of an external examination;
- targeting a wide range of learning goals;

- providing more detailed information regarding the learner goals; and
- allowing educators to be involved in the judgment of their learners.

The element of bias in the administration of CTAs cannot be overlooked. Despite the fact that the instrument is developed nationally, the administration of the assessment takes place under uncontrolled conditions determined by the school and the educator, and the tests are assessed by individual educators. Although CTAs are not high stakes, yet the principles of fair and accurate assessment still apply. Hence, in the South African context, CTAs, specifically Section A thereof, are also subjected to the following biases (Poliah, 2003:11):

- the educator's relationship with learners can affect the assessment negatively or positively;
- learners from affluent environments will present work of a better and more impressive quality; and
- the educator's inability or lack of confidence in assessing tasks that are criterion referenced, affects the reliability of the assessment.

Poliah (2003:12) asserts that there should be more than one CTA administered annually and a distinction should be made between school-assessed CTA and an examination CTA. The school-assessed CTA would be centrally set, but administered and assessed by the educator. This is currently the case in the Section A of the CTA, external summative assessment. It is an unsound assessment practice, since Section A is more performance-based. The skills measured in Section A and Section B of the old CTA which was phased out in 2005, are different. Section A focuses more on practical skills and Section B focuses on transferring skills to knowledge or applying insight from the skills acquired in Section A. Their test scores reduce the validity of the test result since learners could get help at home and from their peers. The completed work is not original and/or authentic. The introduction of more than one school-assessed CTA will be appropriate in our context, given the larger weighting of school-based assessment (75%), and a second CTA will increase the reliability of the final CTA score.

There may be a need to introduce some form of standardization, especially to the school-assessed CTAs. This was the case in Victoria, Australia, where the school's internally assessed CTA scores were expected to fall within a certain tolerance range in order to be confirmed (Poliah, 2003:13).

Given the fact that the CTA Instrument is a policy innovation, there are indeed lessons to be learnt by South African educationists from overseas experiences. It is uncertain as to how principals, SMTs and Grade 9 educators in the South African education system have experienced the CTA phenomenon at schools. In this regard, this researcher wishes to contribute to their personal experiences connected to how well they manage their responsibilities in that regard.

In sum, the CTA is problematic to educators irrespective of the learning area.

3.7 SUMMARY

This chapter presented a perspective on quality management in the implementation of CTA, aiming at developing a working definition of the key concept, assessment, by clarifying relevant concepts (*cf.* 3.2) and presenting a visual structure of assessment and evaluation (*cf.* Figure 3.1). Assessment standards were mentioned as grade-specific minimum levels at which learners should demonstrate having achieved Learning Outcomes and Lesson Outcomes at the end of a learning experience. A visual presentation of CTA and Learning Outcomes was also developed (*cf.* Figure 3.2).

Secondly, as part of assessment in the context of NCS (*cf.* 3.3), the researcher addressed legislation and policy (*cf.* 3.3.1) and indicated specific principles of effective assessment which link well with the features of quality assessment. These principles of effective assessment included those of being authentic, continuous, multi-dimensional, varied and balanced; using various assessment strategies; and being accurate, objective, valid and fair. A brief international perspective on CTA was presented as the final focus point of assessment in the context of NCS (*cf.* 3.3.2).

In the third place, the focus of this chapter moved to the nature of assessment in the NCS (*cf.* 3.4), concentrating on the purpose of assessment (*cf.* 3.4.1) and indicating a comparison of assessment practices (*cf.* Table 3.1). The

discussion on the different purposes of assessment included baseline assessment (*cf.* 3.4.1.1); diagnostic assessment (*cf.* 3.4.1.2); formative assessment (*cf.* 3.4.1.3); summative assessment (*cf.* 3.4.1.4); and systemic assessment (*cf.* 3.4.1.5). A visual presentation of the purposes of assessment in the context of CTA was given in Figure 3.3.

The researcher then turned her attention to different assessment methods in order to collect evidence of learner performance (*cf.* 3.4.2; Table 3.2), assessment techniques/strategies which would be appropriate to the task and level of learners' understanding (*cf.* 3.4.3), assessment tools such as rubrics, memoranda and checklists to help learners learn (*cf.* 3.4.4); and assessment methods, techniques/strategies and tools in EMS (*cf.* 3.4.5; Table 3.3).

The second last part of the chapter addressed the design of CTA as such (*cf.* 3.5), pointing out that this section formed the background to the study (*cf.* 3.5.1). In the next instance, features of the CTA implementation process were pointed out as including that the Department of Education will manage the design of the CTA and set a national time-table for the administration of pen-and-paper tasks of the CTA (*cf.* 3.5.2). The five steps in administering the CTA were indicated (*cf.* 3.5.3) and the design of the CTA as comprising a Section A and Section B was briefly discussed (*cf.* 3.5.4). Summaries of the 2009 EMS CTA for both Section A and Section B were also presented (*cf.* Tables 3.4; 3.5; 3.6).

Finally, this chapter focused on the management of the implementation of CTA (*cf.* 3.6), paying special attention to management at school level (*cf.* 3.6.1) with its relevant SMT responsibilities (*cf.* 3.6.1.1) and educators' responsibilities that included the introduction, contextualization and description of the CTA instrument to learners (*cf.* 3.6.1.2). Thereafter, management at school district level (*cf.* 3.6.2) and provincial level (*cf.* 3.6.3) were pointed out; and management problems were briefly indicated (*cf.* 3.6.4) by also referring to problems experienced in South Africa during the implementation of CTA (*cf.* 3.6.4.1).

The next chapter, Chapter Four, addresses the empirical research design that was chosen and followed during the research process of this thesis.