

**MANAGING THE QUALITY OF THE DESIGN AND
IMPLEMENTATION OF COMMON TASK
ASSESSMENT IN SEDIBENG-EAST AND
SEDIBENG-WEST SCHOOLS**

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DECLARATION

I, Anna Lebohang Malapo, declare that *MANAGING THE QUALITY OF THE DESIGN AND IMPLEMENTATION OF COMMON TASK ASSESSMENT IN SEDIBENG-EAST AND SEDIBENG-WEST SCHOOLS* is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

This thesis is dedicated to my parents, Mamoroho and Fanana Motsoeneng, who despite their little formal education, always wished that I would be educated and become the light of the family.

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SYNOPSIS

This study examines the design and implementation of Common Task Assessment as a Grade 9 summative assessment specifically of Economic Management Sciences. The main focus is on understanding how the quality of the design and implementation thereof at Sedibeng-West and Sedibeng-East schools are managed. The research was undertaken in response to the researcher's personal observation and experience of how educators were struggling to implement Common Task Assessment, due to lack of resources and the challenges they faced in implementing new policies introduced by the Department of Education.

From an international perspective, the literature reveals that Common Task Assessment is problematic in other countries as well, so it is not abnormal to discover similar problems emerging at South African schools during implementation.

This thesis presents an overview of the relevant literature which was studied in order to validate the research problem: gaining a perspective on how the design and the implementation of Common Task Assessment concerning the Economic Management Sciences are presently managed at Sedibeng-East and Sedibeng-West schools. Attention was focused on aspects such as the conceptual framework on which the study was grounded, namely that there is a very specific societal relationship within a school which should be honoured at all times.

The research paradigm was based on a positivist and postpositivist worldview and the empirical investigation comprised of quantitative research, combined with a small dimension of qualitative research. The strategy of inquiry was non-experimental, descriptive survey research carried out with the participation of on Grade 11 learners who had completed the Common Task Assessment of Economic Management Sciences in 2009 and Grade 9 educators who teach this subject.

Two structured questionnaires (one for learners and the other for educators) were used, consisting of Likert scale and open-ended questions. Key issues

were identified, bolstering strengths and combatting weaknesses in managing the design and implementation of school-based assessment.

Educators and learners' data revealed far-reaching implications for Common Task Assessment, which should be taken into consideration in order to improve this type of assessment instrument.

In everything ethical principles were strictly adhered to.

The results from the data analyses were organized into themes concerning the design of Common Task Assessment, as well as the implementation and management thereof. Challenges put forward by learner participants, as well as those put forward by educators, received prominence and the urgency of training educators in the implementation of school-based assessment was accentuated.

Findings made from the literature study were compared with those which emerged from the questionnaires, simplifying the task of highlighting the contributions of the study to the theory and the practice of managing school-based assessment and the logic of the recommendations.

The thesis suggests numerous guidelines toward a management intervention plan to improve the quality of the design and implementation of school-based assessment. These guidelines were compiled in line with the aims and principles of the New Curriculum Statement (CAPS).

The main thrust of the research is therefore not the negative aspects which were identified, but the positive assurance that managing school-based assessment professionally while keeping it CAPS relevant, is *not* an insurmountable task.

UITTREKSEL

Hierdie studie ondersoek die ontwerp en implementering van Alledaagse Taak van Assessering as 'n samevattende Graad 9-assessering van spesifiek Ekonomiese Bestuurswetenskappe. Die hoofokus was om te verstaan hoe om die gehalte van die ontwerp en implementering daarvan in Sedibengwes en Sedibengoos-skole bestuur word. Die navorsing is onderneem in reaksie op die navorsers se persoonlike waarneming en ervaring van hoe onderwysers gesukkel het om om Alledaagse taak van Assessering te implementeer, weens gebrek aan hulpmiddele en die uitdagings wat hulle gekonfronteer het om nuwe beleid wat die Onderwysdepartement ingestel het.

Vanuit 'n internasionale perspektief, openbaar die literatuur dat Alledaagse Taak van Assessering ook in ander lande problematies is, dus is dit nie abnormaal om te ontdek dat soortgelyke probleme tydens implementering aan Suid-Afrikaanse skole opduik nie.

Hierdie proefskrif gee 'n oorsig van die relevante literatuur wat bestudeer is om die navorsingsprobleem se geldigheid vas te lê, te wete om perspektief te verkry op hoe die ontwerp en implementering van die Alledaagse Taak van Assessering ten opsigte van die Ekonomiese Bestuurswetenskappe aan Sedibengwes en Sedibengoos-skole tans bestuur word. Aandag is gefokus op aspekte soos die konseptuele raamwerk waarop die studie gefundeer is, naamlik dat daar 'n baie spesifieke gemeenskapsverhouding in 'n skool is wat altyd eerbiedig moet word.

Die navorsingsparadigma is gebaseer op 'n positivistiese en postpositivistiese wêreldbeskouing en die empiriese ondersoek het bestaan uit kwantitatiewe navorsing met 'n klein dimensie van kwalitatiewe navorsing. Die ondersoekstrategie was nie-eksperimentele, beskrywende opname-navorsing wat uitgevoer is met die deelname van Graad 11-leerlinge wat in 2009 die Alledaagse Taak van Assessering ten opsigte van Ekonomiese Bestuurswetenskappe ondergaan het en Graad 9-onderwysers in hierdie vak.

Twee gestruktureerde vraelyste (een vir leerlinge en die ander vir onderwysers) is gebruik, bestaande uit Likert-skaal en oop-vrae. Hoof uitkomst is geïdentifiseer, wat die sterk punte ondersteun en die

tekortkominge teengestaan het wat betref die bestuur van die ontwerp en implementering van skool-gebaseerde assessering.

Onderwysers en leerlinge se data het verreikende implikasies vir Alledaagse Taak van Assessering ontbloom wat in ag geneem moet word om hierdie tipe assesseringsinstrument te verbeter.

Daar is in alles streng op die navolg van etiese beginsels gelet.

Die uitslae van die data-analise is in temas georganiseer ten opsigte van die ontwerp van die Alledaagse Taak van Assessering, asook die implementering en bestuur daarvan. Uitdagings wat deur leerling- en onderwyserdeelnemers geïdentifiseer is, is benadruk, asook die dringendheid van opleiding vir onderwysers in die implementering van sulke assessering.

Bevindinge vanuit die literatuurstudie is vergelyk met die wat verkry is vanaf die vraelyste, wat die taak vereenvoudig het om die bydrae van hierdie navorsing tot die teorie en praktyk van die bestuur van skool-gebaseerde assessering, sowel as tot die logika van die aanbevelings, te beklemtoon.

Die proefskrif doen verskillende riglyne aan die hand jeens 'n bestuur-intervensie-pan om die kwaliteit van die ontwerp en implementering van skool-gebaseerde assessering te verbeter. Hierdie riglyne is saamgestel ooreenkomstig die doelstellings en beginsels van die *New Curriculum Statement (CAPS)*.

Die hoof dryfkrag van hierdie navorsing is dus nie die negatiewe aspekte wat ontbloom is nie, maar die positiewe versekering dat die professionele bestuur van skool-gebaseerde assessering *nie* onoorkombaar is nie.

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LIST OF ACRONYMS

AS	Assessment Standards
CASS	Continuous Assessment
C2005	Curriculum 2005
CEA	Centre for Evaluation and Assessment
CTA	Common Task Assessment
EMS	Economic and Management Sciences
FET	Further Education and Training
GET	General Education and Training
GETC	General Education and Training Certificate
HOD	Head of Department
IPO	Input-Process-Output
KMS	Khulisa Management Services
LO	General Education and Training Certificate
LSEN	Learner with Disabilities
LP	Learning Programme
NCLB	No Child Left Behind
NCS	National Curriculum Statement
NPA	National Protocol Assessment
OBA	Outcome-Based Assessment
OBE	Outcome-Based Education
SADC	South African Development Community
SAT	School Assessment Team
SBST	School Based Support
SDT	School Development Team
SGB	School Governing Body

SBA	School Based Assessment
SMT	School Management Team
STD	Secondary Teachers Diploma
RDP	Reconstruction and Development
RNCS	Revised National Curriculum Statement
WS	Work Schedule
WCED	Western Cape Department of Education