

**INTERNAL SCHOOL MODERATION
IN THE NATIONAL CURRICULUM
STATEMENT: AN APPLICATION ON
GRADE 10 AND 11 TOURISM IN DISTRICT
NORTH SCHOOLS OF THE WESTERN
CAPE EDUCATION DEPARTMENT**

by

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**Cape Town
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DECLARATION

I, Ludwig Friedrich Punt, declare that the contents of this thesis represent my own unaided work and that the thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.



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Signed

27 July 2011

.....
Date

ABSTRACT

Research has shown that there are a significant percentage of educators and school management teams who do not apply internal moderation of assessment as quality assurance process in the Western Cape Schools. This study is aimed at the Further Education and Training Band (FET) of the National Curriculum Statement (NCS) and Tourism as subject will be used in order to do the research.

From the literature it is evident that the concept of *internal moderation of assessment* can be interpreted differently. Amongst schools and school management teams there are also often different opinions about the process and application of the internal moderation of assessment.

Two questionnaires were given to selected schools to complete. The first questionnaire was completed by Tourism subject teachers and the second questionnaire by the principal and school management team. Checking regulations were built in to check the educators' answers. This ensures that the questionnaires can be interpreted reliably.

The emphasis on internal moderation as a function of quality assurance shifts to the school in its unique context. The importance of a moderation system in schools has already been proven. From the research it is clear that schools are on different levels of development in terms of internal moderation. The data analysis indicated clearly that there are also different needs in terms of internal moderation at schools. Firstly, subject educators and subject heads indicate their own needs on micro-level and then also the school management teams on meso-level. Instruments were developed for both groups in order to support them with the moderation process on their levels.

Although quite an amount of training in internal moderation was done in the Western Cape schools, there are no intervention programmes based on the guidelines of the NCS to enhance and support the moderation process in schools.

The Quality Monitor programme (which also consists of a number of checklists), is aimed at simplifying the examination system for educators and school management teams, as required by the NCS and Umalusi.

During the evaluation of the Quality Monitor, the effect of the programme on the examination results of the experimental group of Grade 11 learners was compared with those results of the previous year. Although there was an improvement in the examination results, all schools in the experimental group had grown from a low basis.

To summarise, it can therefore be said that the Quality Monitor programme is a very useful interim solution for the enhancement of the quality of assessment tasks and examinations for Western Cape schools. The long term effect of this Quality Monitor programme will have to be determined.

OPSOMMING

Navorsing het getoon dat daar 'n beduidende persentasie onderwysers en skoolbestuurspanne is wat nie interne moderering van assessering as kwaliteitsversekeringproses in die Wes-Kaapse skole toepas nie. Die studie is gemik op die NKV se VOO-band en die vak Toerisme is gebruik om die navorsing in te doen.

Uit die literatuur is dit duidelik dat die begrip *interne moderering van assessering* verskillend geïnterpreteer kan word. By skole en skoolbestuurspanne is daar ook dikwels verskillende menings oor die proses en toepassing van die interne moderering van assessering.

Twee vraelyste is aan geselekteerde skole gegee om te voltooi. Die eerste vraelys is deur die Toerisme vakonderwysers voltooi en die tweede vraelys deur die skoolhoof en skoolbestuurspan. Die feit dat daar kontrolemaatreëls ingebou is om die onderwysers se antwoorde te kontroleer, verseker dat die vraelyste betroubaar geïnterpreteer kan word.

Die klem op interne moderering, as funksie van kwaliteitsversekering, verskuif na die skool in sy unieke konteks. Die belangrikheid van 'n modereringstelsel in skole is reeds bewys. Uit die navorsing blyk dit duidelik dat skole op verskillende vlakke van ontwikkeling ten opsigte van interne moderering is. Die data-analise toon duidelik dat daar ook verskillende behoeftes op verskillende vlakke oor interne moderering by skole is. Eerstens dui vakonderwysers en vakhoofde op mikrovlak hul eie behoeftes aan en dan ook skoolbestuurspanne op mesovlak. Vir beide dié twee groepe is daar instrumente ontwikkel om hulle met die modereringsproses op hul vlak by te staan.

Alhoewel daar heelwat opleiding oor interne moderering gedoen is met skole in die Wes-Kaap, is daar geen intervensieprogramme wat aan die hand van die NKV se riglyne ontwikkel is om die modereringsproses in skole te bevorder en ondersteun nie.

Die Kwaliteitmonitorprogram (wat ook uit 'n aantal kontrolelyste bestaan), is daarop gemik om die eksamenstelsel vir onderwysers en skoolbestuurspanne, soos deur die NKV en Umalusi vereis word, te vergemaklik.

Tydens evaluering van die Kwaliteitmonitor is die effek van die program op die eksperimentele groep se eksamenuitslae vir graad 11 leerders vergelyk met die van die vorige jaar se uitslae. Alhoewel daar 'n verbetering in eksamenuitslae was, het al die skole in die eksperimentele groep vanuit 'n lae basis gegroei.

Opsommend kan dus gesê word dat die Kwaliteitmonitorprogram 'n baie bruikbare tussentydse oplossing vir die bevordering van die gehalte assesseringstake en eksamens vir skole in die Wes-Kaap is. Die langtermyn invloed van dié Kwaliteitmonitorprogram sal nog bepaal moet word.

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DEDICATION

For my Family

Anna-Marie, Christiaan and Jandr 

GLOSSARY

Acronym / Abbreviations	DESCRIPTION
ABET	Adult basic education and training
ACE	Advanced Certificate in Education
AIDS	Acute Immune Deficiency Syndrome
AifL	Assessment is for Learning programme
ARG	Assessment Reform Group
AS	Assessment standard
CA	Curriculum Advisor
CAPS	Curriculum and Assessment Policy Statements
CASS	Continues Assessment
CIPO	Model refers to: context, input, process and output
CITO	Testing and Assessment Institute, the Netherlands
CTA	Common Task for Assessment
DBE	Department of Basic Education (from 2009)
DCES	Deputy Chief Education Specialist
DoE	Department of Education and Training (National)
ELRC	Education Labour Relations Council of South Africa
EPPI	Social Sciences Research Unit, University of London
FET	Further Education and Training Band (School Grades 10-12)
GENFETQA	General and Further Education and Training Quality Assurance Act 58 of 2001
GET	General Education and Training (Grades R - 9)
GETC	General Education and Training Certificate
HOD	Head of Department
HOR	House of Representatives
HAVO	Senior General Education Band, the Netherlands
IAS	Integrated Assessment System
IEB	Independent Examination Board
IMG	Institutional Management and Governance
IQMS	Integrated Quality Management System
LO	Learning Outcome
LOLT	Language of learning and teaching
LPG	Learning Programme Guidelines
LTSM	Learning Teaching support material
NCS	National Curriculum Statement

NCSNET	National Commission on Special Needs in Education and Training
NCSS	National Commission on Support Services
NGO	Non-Governmental Organisation
NNQ	New National Qualifications
NQA	New Zealand Qualifications Authority
NQF	National Qualifications Framework
NSC	National Senior Certificate
OBA	Outcomes-Based Assessment
OBE	Outcomes-based Education
OECD	Organisation for Economic Co-operation and Development
PAT	Practical Assessment Task (Requirement for Tourism learners)
PEIC	Provincial Examinations Irregularities Committee
PGCE	Post Graduate Certificate in Education
PISA	Programme for International Student Assessment
PMS	Pupil Monitoring System
PoA	Programme of Assessment
QSA	Queensland Studies Authority
ROC	Regionale Opleidingcentra, the Netherlands
SAG	Subject Assessment Guidelines
SAIC	School Assessment Irregularities Committee
SAQA	South African Qualifications Authority
SBA	School-based Assessment
SEED	The Scottish Executive Department
SETA	Sector Educational Training Authority
SGB	School Governing Body
SMT	School Management Team
SIAS	The National Strategy on Screening, Identification, Assessment and Support
SOLO	Structure of Observed Learning Outcomes
SQA	Scottish Qualification Authority
TIMMS	Trends in International Mathematics and Science Study
TST	Teacher support team
Umalusi	The Council for South African General and Further Education and Training and Quality Assurance
VWO	Pre-University Course, the Netherlands
WCED	Western Cape Education Department

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CHAPTER 1

INTRODUCTION

THE CHALLENGE OF QUALITY ASSURANCE

The change of South Africa into a democratic country has necessitated a transformation of the education system. It is an obvious statement that South Africa has experienced enormous changes in the field of education during the last decade (McDonald & Van der Horst, 2007:1). One of the major changes is to ensure that assessment practices undergo a process of quality assurance. In the National Curriculum Statement (NCS) for the Further Education and Training band (FET), which includes Grades 10 to 12, a number of new subjects were introduced, of which Tourism was one. This study will focus on quality assurance in Tourism at school level, which will be referred to as *internal moderation* in this thesis.

Moderation is the process by which individual judgements are brought into line with the national standards that apply (IEB, 2004:53). According to the South African Qualification Authority, SAQA (2001:61), internal moderation ensures that assessments conducted in a single learning provider, e.g. a school, are consistent, accurate and well-designed.

1.1 RESEARCH QUESTION

One of the major changes in the New Curriculum Statement (NCS) is to ensure that a process of quality assurance is introduced in schools. The research in this thesis focused on the process of quality assurance, specifically internal school moderation. In order to develop such research, a research question had to be formulated. Moderation practices are still a challenge to schools. Therefore the research question was developed in such a way that it will address current international and NCS standards.

The research question is: How internal moderation of assessment in Tourism Grades 10 to 11 must be structured to adhere to accepted international and NCS standards of Quality Assurance? The research question as indicated above consists of a number of important concepts, such as moderation, assessment, international standards and NCS standards. To give more structure to the research question, the need was identified to summarise the research questions in researchable units or sections. These units had to be aligned to NCS requirements and would take the format of supporting questions. To strengthen the research question, supporting questions or research aims have been developed:

- What quality assurance processes are available in schools?
- Do schools implement a quality assurance process?
- What is the school's understanding of internal moderation as part of quality assurance?
- In which ways do schools comply with FET NCS assessment and moderation requirements?
- Do quality assurance practices ensure that learning and thinking skills are developed?
- How does internal moderation of assessment form part of the quality assurance process?
- To what extent does moderation of assessment occur?
- Are moderation instruments available?
- What is the quality of these instruments? Do they moderate School-Based Assessment (SBA) tasks and internal examinations?
- What components should be included in a common moderation instrument?
- How and on which levels can this research benefit quality assurance practices in schools?

This research was conducted in schools within the Metro North District of the Western Cape Education Department where Tourism is offered as a subject in Grades 10 to 11. The *modus operandi* of the research will be discussed in detail in Chapter 3.

1.2 DEVELOPMENT OF THE CURRICULUM

In 1995, the South African Government initiated a process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st century required learners to be exposed to different and higher level skills and knowledge than those required by the South African curricula of that time. Secondly, South Africa underwent a major transformation process on a political level, due to the end of the Apartheid-era. The curricula for schools therefore required revision to reflect new values and principles, especially those of the new constitution of South Africa (DoE LPG, 2008a:3). The first version of the new curriculum for the General Education Band (GET), which includes Grades R to 9, was known as Curriculum 2005 and introduced in the Foundation Phase (Grades R to 3) in 1997. South African teachers had to confront a series of radical

educational reforms launched by a post-Apartheid government. The most demanding and complex of these reforms was a South African variant of Outcomes-Based Education (OBE). Despite these radical policy intentions, there is mounting evidence that teachers do not cope with these complex demands on their classroom practices and assessment (Vandeyar, 2005:462).

1.3 OUTCOMES-BASED EDUCATION AND CURRICULUM 2005

OBE was not well received during this period and numerous calls were made to simply reject this system. Jansen claims that the language and concepts associated with the new curriculum are too complex, confusing and often contradictory. He argues that OBE offers an instrumentalist view of knowledge which violates the structure in certain subjects (Jansen, 2009:1). This is not quite true, since all FET subjects have a content framework which leads to a 75% final examination mark. Many critics confuse the National Curriculum Statement (NCS), which is the curriculum, with OBE. OBE is only one of the principles of the NCS and not the curriculum. In a personal discussion with William Spady in 2003 in Cape Town he said the following: "But almost overnight, tens of millions of us on many continents are hearing or reading about the term "Outcomes-Based Education" - especially here in South Africa. But from my experience, OBE remains badly misrepresented and misunderstood. As a result, Outcomes-Based reforms of all kinds have come under (largely misinformed) criticism by groups intent on blocking progressive, success-oriented change in education" (Spady, 2003:n.p.).

South Africa has also experienced serious growing pains during this period. It has been on the receiving end of criticism when new educational policies and curricula were introduced without careful consideration of long-term consequences before implementation (McDonald & Van der Horst, 2007:1). Most teachers are reluctant to embrace these changes from Curriculum 2005, because they find themselves trying to cope with demands that are in conflict with their beliefs, assumptions, and value systems. The source of the conflict seems to stem from the fact that the new outcomes-based assessment policy represents a radical departure in the philosophy of assessment and its role and relationship to learning (Potenza, 1999:231-235). There is a shift from an exclusively norm-referenced summative form of assessment in a content-based education to criterion-reference formative assessment in an OBE system (DoE, 1997:2-6).

The biggest problem is that teachers are struggling to make a paradigm shift (mind shift) in terms of OBE assessment. Teachers raise questions about the purpose and appropriate methods for assessment. They cannot connect the above with the overall purpose of their planning. Furthermore, they struggle with ways to interpret assessment and the effect of

assessment on learners. They are uncertain about ways to give feedback to learners and how to respond to formative assessments. There is also uncertainty about the desired outcomes and assessment criteria to assess outcomes properly, which result in situations where assessment is falsified or superficial. It is also difficult for them to understand that their way of teaching will determine how they assess. The notion that all learners can succeed, but not at the same time or at the same level, poses a major challenge to teachers. Teachers lack time to reflect on their teaching practices before, during and after delivery of learning programmes in order to promote the learners' development and growth. The time is also limited to address the needs and wants of learners or to develop alternative assessment arrangements for learners with special needs due to the amount of work (content/assessment criteria) to be covered for the specific year/grade. Much of what the new curriculum expects of teachers has been channelled via "circulars and workshops – some of which were very poorly conducted" (Sheppard, 1995:38-43; Vandeyar, 2005:463).

In many cases it is clear that teachers resist change, which is to the detriment of learners. Hence the conflicting demands facing teachers are twofold in nature: a change in assessment policy and a change in learner target population. These changes set new and more challenging demands on teachers, which are often in conflict with their beliefs and value systems (Vandeyar, 2005:463).

Some of the challenges facing South African teachers are not unique. Many countries have implemented new approaches to assessment in an attempt to improve teaching and learning. The difficulties that teachers experience in coping with new assessment policies have been reported by Black (1993:50-58). The common theme in these reports is that when new assessment policies require teachers to change their assessment practices, the teacher often struggles to reconcile these demands with his or her beliefs about teaching and assessment. Given these problems, it is not surprising that when national or local assessment policies are changed, teachers become confused and develop coping mechanisms in an attempt to address the conflicts that they encounter. (Black & William, 1998:2-12)

1.4 CURRICULUM REVISION

The above concerns of teachers and administrators led to the review of the curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the Revised National Curriculum Statement for General Education and Training (GET) (Grades R to 9) and the National Curriculum Statement (NCS) for Grades 10 to 12 in the Further Education and Training band (FET) (DoE LPG, 2008a:2). From 2006 it was referred to as The National Curriculum Statement for GET and FET. The South African constitution awards each

individual the right to education and skills development. In the long term, each individual will be accredited with a qualification according to the standards of the National Qualification Framework (NQF), depending on the training they undergo. The NQF, a statutory body, has eight different levels, which are divided into three main bands. The levels are for registering qualifications and standards and the three bands are the qualifications that can be awarded after completion of a certain number of levels in the NQF. Each band has a different number of levels e.g. the FET band has three levels (See Table 1.1 numbers 2, 3 and 4). The three different *bands* are as follows:

- General Education and Training band which has two sectors: Formal Schooling and Adult Basic Education and Training. This band culminates in *level 1* on the NQF. The exit level is Grade 9
- The second band deals with further education and training. In this band learners/students can either attend school or acquire Training Certificates at colleges / via NGOs. This varies from *levels 2 – 4*. At school level, it includes Grades 10 to 12
- The third band deals with so-called higher education and training. This category of qualifications ranges from diplomas, certificates and degrees, to further research degrees, like masters and doctorate degrees.

TABLE 1.1: NQF LEVELS

NQF LEVEL	BAND	QUALIFICATION TYPES
8	Higher education & training (HET)	Doctorates; Further research degrees
7		Higher degrees; professional qualifications
6		First degrees; higher diplomas
5		Diplomas; occupational certificates
FURTHER EDUCATION & TRAINING CERTIFICATE (FETC)		
4	Further education & training (FET)	School / College / Training (Gr. 12)
3		School / College / Training (Gr. 11)
2		School / College / Training (Gr.10)
GENERAL EDUCATION & TRAINING CERTIFICATE (GETC)		
1	General education & training (GET)	Senior Phase (Gr. 7 – 9) ABET L4
		Intermediate Phase (Gr. 4 – 6) ABET L3
		Foundation Phase (Gr. 1– 3) ABET L2
		Pre-school (Gr. R) ABET L1

In 2003 the FET (NCS) -Subject Statements were introduced. The FET includes Grades 10 to 12 leading to the National Senior Certificate (NSC) on a Level 4 of the NQF. The FET can

include any of the following streams: FET Schools, FET Colleges and FET vocational training. For this study we will concentrate on FET schools. South Africa introduced the FET in 2006 from Grade 10 onwards with the first NSC in 2008 (DoE, 2005a: 8).

1.5 DESIGN FEATURES OF THE NCS

The design features of the NCS GET and FET moved to Learning Outcomes, derived from the 7 critical and 5 developmental outcomes, which in turn were derived from the South African Constitution. The learning outcomes are now supported by assessment standards per learning area (GET) and subjects (FET). The assessment standards are grade specific and vary in terms of depth and width. In each assessment standard verbs and concepts occur, pertaining to the particular grade. The verb also indicates the cognitive level on which the assessment standard and content should be managed (DoE Subject Statement, 2003:4). The NCS (GET) consists of eight learning areas to cover Grades R to 9.

The NCS (FET) consists of 29 subjects. Subject specialists from the provincial education departments, a National Department of Education, develop the Subject Statements, which make up the National Curriculum Statement (DoE LPG, 2003:2). Assessment in the GET and FET band differs to a great extent from one another. In the GET Continuous Assessment (CASS) entails 100% of the progression mark, with the exception of Grade 9 where an external Common Task of Assessment (CTA) counts for 25% of the promotion mark (Government Gazette, GET Assessment, 2007:13-14). In the FET the final examination counts for 75% of the final promotion mark, while CASS entails only 25%. In a number of practical subjects like Hospitality Studies, Consumer Studies and Tourism a further 25% practical assessment task (PAT) is added and the final examination thus only contributes 50% of the final promotion mark (Government Gazette NPRR, 2006b:14; DoE SAG Tourism, 2007:8).

1.6 POLICY DOCUMENTS

The National Department of Education availed new policy documents with the implementation of the FET. Table 1.2 gives an overview of the documents and their respective status:

TABLE 1.2: CURRENT POLICY AND GUIDELINE DOCUMENTS

DOCUMENT	STATUS & DATE	PURPOSE
The National Senior Certificate: a Qualification at Level 4 on the National Qualifications Framework (NQF) 2005 DoE 2005a.	National Education Policy Grade 10: 2006 Grade 11: 2007 Grade 12 : 2008	Describes the regulations, rules and provisos for award of NCS at Level 4 of the NQF, Is based on norms and standards to which all assessment bodies must give effect
Minimum admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a NSC 2005 DoE August (2005b).	National Education Policy 1 January 2009	Outlines the statutory minimum admission requirements to higher education – NSC – achievement on different levels.
An Addendum to the Policy Document, The National Senior Certificate: a Qualification at Level 4 on the National Qualifications Framework (NQF), regarding Learners with Special Needs , Government Gazette 11 December 2006 No. 29566 2006(a).	National Education Policy 1 January 2007	Describes the regulations, rules and provisos for award of qualifications stipulated in paragraph, 2(1)(b).
An Addendum to the Policy Document, The National Senior Certificate: a Qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Record keeping and Reporting (Grades R-12), Government Gazette 11 December 2006 No. 29567 2006(b).	National Education Policy Grades R to 11 1 January 2007 Grades 12 1 January 2008	Standardises the recording and reporting processes for schools (Grades R-12) within framework of NCS – Grades R-9 and 10-12 Provides a regulatory framework for the management of school assessment records; basic requirements for learner profiles, teacher portfolios, report cards, record sheets and schedules.
National Curriculum Statement Grades 10-12 (General) Policy: Tourism, DoE January 2004	National Education Policy 2004	Describes the definition, purpose, unique features and scope of the Subject. Contains the ASs for each subject, the content and context of the subject. Approach to assessment.
NCS Grades 10-12 [General] Teacher's Guide for the Development of Learning Programme (LPG) : Tourism, DoE January 2008(a).	National Education Guidelines 1 January 2008	Aims to assist teachers and schools in the planning for introduction to NCS. Suggests how teaching the subject be informed by the principles underpinning the NCS.
National Curriculum Statement Grades 10-12 (General) Subject Assessment Guidelines (SAG) : Tourism DoE January 2008(b).	National Education Guidelines 1 January 2008	Guidelines on assessment in NCS and Assessment particular to each subject.
National Curriculum Statement Grades 10-12 (General) Pace Setters Grade 10 & 11 WCED: Directorate Curriculum Development 2008(b).	WCED Guidelines Grades 10 to 11 1 January 2008	Regulates the speed or rate of progress.

DOCUMENT	STATUS & DATE	PURPOSE
Setting Examination Papers FET NCS WCED: Directorate Curriculum Development 2006(b).	WCED Guidelines 2006	Guides the teacher in the process of setting his/her own examination papers. Gives some insight into how external examinations will be set.
Examination Guideline: Tourism, DoE, Exam Department	DoE Guidelines Jan 2009	Guides the teacher in the preparing learners for examination process. Important content focuses.
Government Gazette 29467: Protocol for Recording and Reporting. DoE. 2006(b)	DoE Policy Document Dec 2006	Specifies the number of Formal Assessment Tasks.

Only the National Curriculum Statement Grades 10 to 12 (General) Policy for Tourism is a policy document. This document also prescribes that the 3 year learning programme in Tourism should be planned according to a Subject Framework (broad subject plan over 3 years per grade), a work schedule per grade over 4 terms and lesson plans covering a number of lesson hours. The SAG and LPG are Guideline documents. Teachers often doubt the status of these documents.

The SAG gives an indication to Grades 10 to 12 teachers of the programme for assessment for the specific year. In the Programme of Assessment, which forms part of the SAG, 7 assessment tasks should be done each year. However, this is supported by the National Protocol for Recording and Reporting (Government Gazette,2006b:12). The Protocol for Recording and Reporting prescribes the number of formal tasks that should be done per subject. This document is infused in the Subject Assessment Guideline (SAG). The LPG, which is only guideline documents according to the DoE, provides the Content Framework where teachers find the subject content per grade and that are used by the examiners to set up the final examinations.

1.7 THE STATUS OF TOURISM IN THE NCS

The FET-school's curriculum is a modern and cognitive challenging curriculum. It replaces the previous system of Higher- and Standard grade (DoE, Report 550:2-10). Many new subjects, such as Tourism, were introduced. Although Tourism is currently not an approved university entrance subject, the subject has already moved to a more theoretical academic subject with assignments on various cognitive levels. Two universities in South Africa offer Tourism as a degree course. All subjects are delivered on the "old" Higher grade. Differentiation as such should be planned for assessment tasks and examinations on different cognitive levels (DoE Subject Statement Tourism, 2003:2-5). Differentiation here refers to various cognitive levels in tasks and examinations.

Basic curriculum principles are reconsidered in the light of emerging educational needs. The concepts which received particular attention are constructive curriculum alignment, globalization and quality assurance (McDonald & Van der Horst, 2007:1).

1.8 THE NATIONAL QUALITY ASSURER

Quality assurance for education was delegated by SAQA to Umalusi, which means "Sheppard". The framework for Quality Assurance in General and Further Education and Training (March 2004) provides the overall quality assurance framework for Umalusi. Umalusi quality assures only Grades 9 and 12, which are both exit levels. Although Umalusi focuses only on exit level assessment, it will examine and evaluate assessments below the certification points if they constitute the assessment leading to the certificate. Umalusi refers to internal moderation as site moderation (Umalusi, 2004:3, 6). In the FET band, quality assurance is guided by districts offices, which are unable to ensure that quality teaching and assessment take place in schools, due to a lack of the necessary manpower and capacity. The answer lies within internal school moderation (SAQA, 2001:66-68). The research question, as indicated in the beginning of the chapter, alludes to this.

Wherever assessment takes place, regardless of context, it has to conform to quality assurance requirements. Moderation forms an important part of the quality assurance system relating to assessment (IEB, 2004:50). Moderation systems combine external and internal moderation. It is clear that both external and internal moderation systems must ensure that all assessors produce assessments that are credible, fair, valid, reliable and practicable (SAQA, 2001:60).

1.9 A DEFINITION OF MODERATION

So, is there a single definition of moderation? This will be discussed in full in the second chapter. The Scottish Qualification Authority (SQA, 2003:10, 19), says that schools are responsible for internal moderation. Internal moderation according to SQA is an element of the quality assurance framework and is designed to ensure that centres are making consistent and accurate assessment decisions in accordance with the assessment criteria defined within the qualifications. Internal assessment is quality assured by means of a process called assessment moderation. This focuses on validity and practicability of assessment instruments, reliability of assessment decisions and consistency of the quality of assessment practices within centres over time (SQA Centres, 2001:7). The New Zealand Qualification Authority (NQA) refers to moderation as processes to help to ensure consistency of judgements. The judgements made by assessors in different providers must be comparable (NQA, 2001:16, 60). Within the South African context one can say that

moderation is the process of ensuring that teachers are assessing learners' work according to agreed standards, and that there is consistency from year to year within schools and across districts, provinces and nationally. This will be discussed in full in Chapter 2.

Teachers' and schools' compliance with the syllabus requirements for implementation of the curriculum, including assessment is accounted for through province-wide moderation (via district clusters) of both the school's work programmes and assessment practices (including both the design of assessment items and the application of criteria and standards in determining levels of achievement). Clusters refer to a number of schools in an Education District, meeting at least three times a year to moderate tasks of one another under supervision of a curriculum advisor. This moderation is a process for ensuring consistency of judgements about the quality of students' work and involves teachers comparing students' work and coming to a shared understanding of the criteria and standards against which the students' work is measured. Moderation is purported to promote comparability and equity in the application of standards (Hay & Macdonald, 2008:155).

We distinguish between internal and external moderation. Internal moderation occurs at the level of the school and is performed by senior staff members. Western Cape Education Department (WCED) officials perform external moderation of the assessment at school level (Punt, 2004:2).

1.10 FEATURES OF MODERATION

Internal moderation forms an integral part of qualifications in South Africa. The quality of internal moderation is directly linked to good assessment practices. It refers to a process whereby evidence of achievement is collected against pre-determined criteria and integrated in the learning and teaching process. It is a process of identifying, gathering and interpreting information about a learner's achievement, as measured against national outcomes for a particular phase of learning. It involves four steps – generating and collecting evidence of achievement, evaluating this evidence against the outcomes, recording the findings of this evaluation and using this information to assist the learner's development and improve the process of learning and teaching. As assessment is central to the recognition of achievement, therefore the quality of that assessment is important in order to provide credible certification. Credibility in assessment is assured through assessment procedures and practices governed by certain principles. These principles are:

- The assessment procedures should be **valid**. Validity in assessment refers to measuring what it claims to measure, for example knowledge, understanding, subject content, skills, information and behaviours

- The assessment procedures should be **reliable**. Reliability in assessment is about consistency, i.e. to determine whether the same results will be obtained if a reassessment should be done
- Assessment procedures should be **fair**. The assessment process should be clear, transparent and available to all learners. Learners must know which outcomes the teacher will assess, when they will be assessed, how they will be assessed and how they will be evaluated or marked - the criteria by which the learners' demonstration of learning will be judged. Assessment tasks should be **meaningful** so that they support every learner's opportunity to learn and, because learners are individuals, assessment should allow this individuality to be demonstrated
- Assessment should be **authentic**. The teacher must ensure that it is the learner's own work or, in the case of group work, that the learner has made a fair contribution to the end-result
- Assessment must be **practicable**. The educator must take into account the available resources, facilities, equipment and time
- Assessment should challenge learners to the limits of their understanding and their ability to apply their knowledge. It will, therefore, **discriminate** between those who have achieved high standards and those who have not (SAQA, 2001:16, 17; Robert Gordon University, 1999:6). All these principles are discussed in Chapter 3 as part of the discussion on the questionnaire

1.11 CURRENT PRACTICES IN SOUTH AFRICA

Although these universally accepted assessment principles are internationally used, there is a realisation in various spheres and in South Africa that these principles need local adaptation. Local adaptation refers to relevant content applicable to the particular context for a specific school, e.g. by using local topics for the formal research tasks. The Subject Guideline documents for the FET also refer to the principles of the NCS Grades 10 to 12, namely: Social Transformation, OBE, Integration and Applied Competence, Progression, Human Rights, Inclusivity, Environmental and Social Justice, Indigenous Knowledge Systems and Efficiency (DoE Tourism, 2003:1). These are also referred to by some as the hidden curriculum. Internal moderation should then also be adapted to include these principles.

Current action research done for this thesis revealed the following tendencies for teachers and their assessment practices in the FET and in particular Tourism. The completed research results will be discussed in Chapter 3. Many excellent teachers have employed

methods purported to be typical of an outcomes-based approach for years. These are teachers who have placed a high priority on learner participation and who have encouraged learners to think and solve problems. Although the previous curriculum was content-driven, many teachers managed to develop the skills required for research in subject areas and motivated learners to become thoughtful and skilled people.

The opposite is, however, also true. The majority of South African teachers are text-book bound and do not seem to have a proactive work ethics. It is especially these teachers and their learners who will benefit from employing an outcomes-based approach. The main focus is that the change in the educational system is from a content-based to an outcomes-based approach. In content-based education the content that is taught directs and informs all teaching-learning activities. We can say that the curriculum and instruction are content-driven. The learning materials will support a content orientation teaching strategy in the classroom. According to the NQF, learners will now be assessed in terms of whether or not they are able to demonstrate an outcome. This leads to one of the initial problems, since teachers assumed that content was not important and claim that they were told so during the initial OBE training sessions. The new revised curriculum includes content focuses, so there is a movement back to a more content-driven curriculum in the FET.

Assessment methods must consider all aspects of the expected outcomes and be appropriate for the age and maturity of the learners. The use of a variety of methods will help teachers to address learners' diverse backgrounds, learning styles and needs and will give learners more opportunities to demonstrate their progress. Teachers must match their assessment methods to the particular learning activity that is being assessed. Many teachers are not qualified in the new content frameworks. The questionnaire, as set out in Chapter 3, will also address this issue. Although good quality training sessions were held, FET teachers are still unsure about assessment practices. Furthermore, Tourism is a new subject for them. They have no content training in the subject. So, the criticism that the NCS is more skills-based is thus unfounded. The teachers' lack of subject content knowledge in Tourism shows that the NCS is content-based. To ensure that the assessment data are reliable and that they provide enough information to allow a judgement to be made, educators must give all learners frequent opportunities to demonstrate their level of performance. One of the critical questions is, what about content in this process? One can therefore argue that content, because of the examination driven FET system, will still have to remain paramount. This links to one of the initial research questions (Punt, 2007:1-6).

One of the reasons why many learners support the OBE approach in the NCS is that a number of them did not receive adequate educational and training opportunities during the previous era. The new curriculum also endorses the concept of lifelong learning, an

approach / vision that all learners embrace. All people who need to learn can now also be given a chance to learn – not only learners, but also adults and youths who have already left school. The teacher can really focus on learner needs by accommodating differences, individual learning barriers and diversity.

Learners are assessed in terms of whether or not they are able to demonstrate an outcome. To do this, assessment must be criterion-based. In the mean time, the NCS moved away from criterion-based to standards-based assessment. This means that learners are assessed against assessment standards that indicate whether an outcome has been attained. Standards-based assessment is different to the old form of assessment in which learners were tested against other learners' performances or against a customary norm. Assessment should take place in an authentic context and in a caring, non-judgemental environment. It should serve as a positive affirmation of the learner and should acknowledge whatever competencies and outcomes each learner has attained to date and should take into account the learner's prior learning.

Assessment should assist educators with identifying learners who require additional support at an early stage. Under no circumstances should any form of assessment be detrimental to the development of the learner. Assessment must be broad enough to include attitudes, processes and skills as well as knowledge and concepts. Effective Outcomes-Based Assessment (OBA) involves learners and parents, enables teachers to place learners, is bias-free, and is sensitive to gender, race and culture. OBA is integral to the learning process. The abilities of the learner need to be assessed in different ways and at different times. OBA informs a developmental process that requires formative and summative methods of reporting. The learner's achievement is measured against the outcomes of the programme. The learner's developmental needs identify areas for further development (remediation). In the NCS for the FET OBA exists only in name, because some of the principles are recognizable. The focus in grades 10-12 is the prescribed formal tasks and the final examination.

Teachers find it difficult to provide multiple modes of assessment opportunities for learners. Many teachers completed their initial training in the previous segregated education system. Some teach through the medium of their second language to learners who are not proficient in the language of instruction. They therefore experience difficulty in providing a variety of assessment methods (Vandeyar, 2005:464).

As some teachers lack the ability to contextualise the assessment standards, they tend to give learners a great number of assessment tasks. A major problem that educators encounter is that they over assess. Assessment to merely accomplish SBA requirements is

futile. Assessment is a tool not only for feedback, to support the individual learner but also one's own teaching practice. The number of tasks given should be appropriate and driven by the verbs in the assessment standards. This also leads to an increase in administrative duties (Robert Gordon University, 2003:5).

The number of learners in the class makes it difficult to assess. The outcomes are the same but they have to change the process. It will help if teachers share the load by giving learners more responsibility – involve learners in the assessment (individual, peer and/or group assessment) (Vandeyar, 2005:460-465).

It is evident that these and various other issues will also impact on assessment and internal school moderation. Issues like culture, locality of schools, learning and teaching material, transferability of assessment practices are but a few to list. These issues will be addressed in Chapter 2 under Literature Study.

In 2009 the Minister of Basic Education, Mrs Angie Motshekga, announced a committee to review the NCS curriculum. One of the principles of this curriculum review is to reduce administration overload and streamlining of the curriculum. The Curriculum and Assessment Policy Statements (CAPS) should provide clear guidelines on what teachers ought to teach and assess on a grade-by-grade and subject basis. This curriculum and assessment review of the NCS will be implemented from 2012 (DBE 2010d:1-6; DBE 2011a:1-10).

1.12 Conclusion

It is clear that most teachers in South Africa struggle to determine between curriculum and assessment policy and guidelines in an ever changing curriculum environment. In the process of keeping up with the changing curriculum, quality assurance of assessment did not always receive the proper attention it deserves.

In the FET Tourism Grades 10-11, the Subject Assessment Guidelines (SAG) clearly spells out the programme of assessment. These assessment tasks have to be included in the instrument. Even the best of worksheets and activities do not contribute to systematic conceptual development, or in this case moderation practices, unless they are connected to and supplement a systematically organised learning programme (Taylor & Vinjevoold, 1999:240). Thus, in the South African context, how internal moderation of assessment in Tourism Grades 10-11, must be structured to adhere to accepted International and NCS standards of Quality Assurance?

To answer this question, international literature provides us with milestones and bench marks to base research on. Chapter 2 will be a discussion on these milestones.

CHAPTER 2

PERSPECTIVES ON QUALITY ASSURANCE AND MODERATION OF ASSESSMENT

2.1 INTRODUCTION: LINKING THE RESEARCH QUESTION TO LITERATURE ON ASSESSMENT AND MODERATION

The research question: 'How internal moderation of assessment in Tourism Grades 10 to 11 must be structured to adhere to accepted International and NCS standards of quality assurance?', will be linked to literature. Examples from literature on assessment and internal moderation to link quality assurance practices worldwide will be provided. The initial literature research showed that the NCS was largely influenced by practices from certain countries and institutions. The choice of topics as indicated below linked directly to these practices. Examples from literature will also be aligned to the supporting questions (See Chapter 1).

In this chapter the following topics will be briefly discussed:

- Changing Assessment Practices
- Quality Assurance within the global world
- Assessment to be accountable
- Moderation as Quality Assurance
- Formative versus Summative Assessment
- The norm-reference tradition
- Views on Assessment from Africa
- Quality Assurance in Scotland
- Moderation Practices in Queensland
- Quality Assurance Accountability in the Netherlands
- Teacher competencies linked to moderation practices
- Barriers to learning influence assessment
- Different Assessment and moderation models
- School-Based Assessment in South Africa
- Umalusi Quality Assures Assessment in South Africa

2.2 CHANGING ASSESSMENT PRACTICES

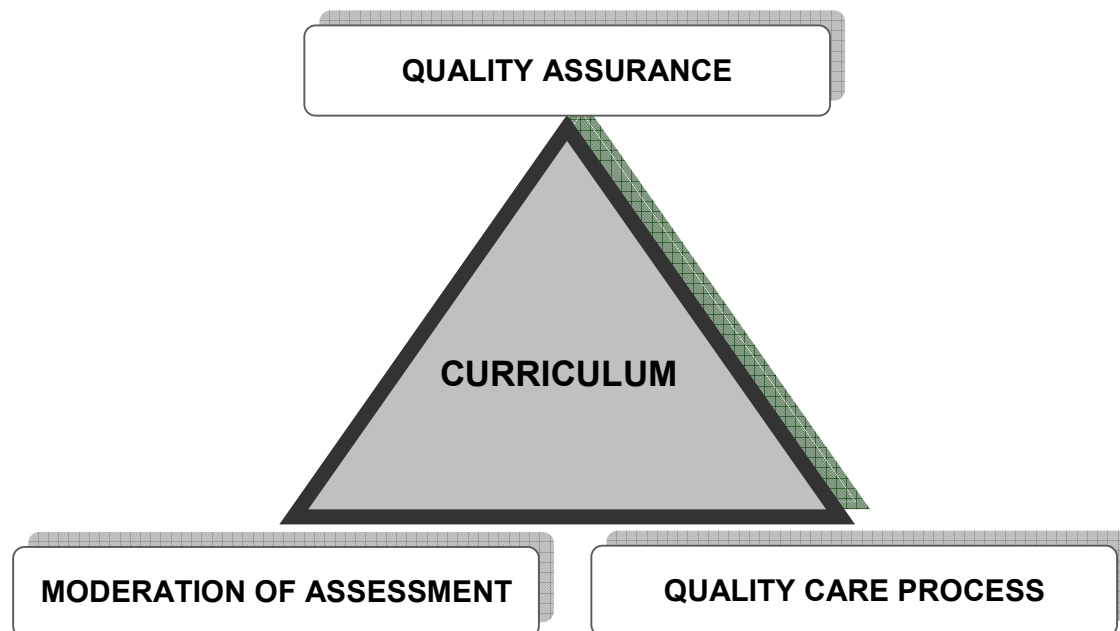
In this era of rapid world change, new understandings are emerging about the nature and process of human learning. Wink (2005:166) highlights the demands and needs of students of the twenty-first century and the contribution teachers can make. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. In other words, 'learning involves constructing one's own knowledge from one's own experiences'. Constructivist learning, therefore, is a very personal endeavour, whereby concepts, rules and general principles internalised may consequently be applied in a practical real-world context. Informal theories of education deal with a more practical breakdown of the learning process. One of these deals with whether learning takes place as an accumulation of concepts towards an overall idea, versus the understanding of the overall idea with the details filled in later. Modern thinkers favour the latter, though without any basis in real world research. Critics believe that trying to teach an overall idea without details (facts) is like trying to build a masonry structure without bricks. Learners need to be bilingual, bi-literate, love to read, lifelong learners who are responsible for their own learning. Students need to generate new knowledge and apply it in unknown ways. We need students who can write and rewrite their world from a pluralistic perspective, students who can pose problems and solve problems with technology and know how to interpret and critically use new information (Alagumalai, 2006: 2). Neo-conservatives, on the other hand, assert that critical thinking is destructive; that it is nothing more than negative thinking. Yet critical thinking is quite different from what they purport: it involves processes of investigation and questioning of advantages and disadvantages related to wide ranging phenomena (Henderson, 2005:308).

These new understandings affect the way we think about assessing that learning, away from the narrow confinements of standardised tests and examinations with their discrete and de-contextualised 'items', towards more complex holistic and authentic forms of assessment (Maxwell, 2006:1). These understandings affect the way we think about quality assurance of assessment. To reach the educational demands of the twenty-first century, there is a need to link curriculum, outcomes, quality assurance and assessment in a more transparent way. There is an interaction between the teacher and the assessment content and processes (Alagumalai, 2006 2-3). The assignment of grades shifts the meaning of assessment into evaluation (Keeves & Masters, 1999:14-15). Assessment usually refers to the collection of data as evidence, while evaluation refers to a decision being made. Student evaluation has a value judgement component and shifts the meaning of traditional assessment away from the learning-diagnostic-remediation process. The assignment of scores to items and tasks can be problematic and hence contested. Even though there are moderation processes in place,

the ambiguities of raw scores and grades need attention (Alagumalai, 2006: 3). All this leads to different processes, which are to ensure that the quality of learning and assessment is standardised. These processes include moderation of assessment and quality care of moderation systems on different levels, which include:

- National assessments and examinations
- Provincial assessments and examinations
- District assessments and examinations
- School assessments and examinations – the level selected for this study

Of course, the curriculum will form the core of all these processes, because the curriculum is the learning plan. The illustration below shows the interaction between curriculum, quality assurance and internal moderation.



2.3 QUALITY ASSURANCE WITHIN THE GLOBAL WORLD

The global supply of qualifications is regarded as a business that is not different to any other businesses, driven by capital and profit. Increased international trade appears to have changed the volume and vocational variety over the past 20 years. During this time, the qualification and assessment business has expanded significantly, both nationally and internationally. The assessment of globalisation on livelihoods world-wide is a massive task. Globalisation led to the decline of labour-intensive livelihoods within countries of the Northern hemisphere. Employment and unemployment are socially differentiated in the countries of the North and the South. While policies for development, economic growth and social equity

in the context of globalisation may be optimistic, analysis of their relationships are often less sanguine (Little, 2000:301, 303). Sindhu (2005:46-65) shows how Singapore is managing globalisation. He argues that no country, if it wants to progress, can isolate itself from the globalised world. Singapore opted for a Global Schoolhouse Project, drawing in the best universities with global talent to create knowledge and professional jobs. These actions will also impact on assessment and quality assurance practices worldwide.

Scholars on globalisation, such as Green (in Evans, 2000:323) do not necessarily agree that globalisation has rendered traditional goals obsolete. The evidence suggests a partial internationalisation of educational systems, rather than full-scale globalisation. Knight (1999:13-28) argues that through internationalisation of the curriculum, both students and teachers can develop new skills, knowledge, values and attitudes. In Australia teachers are beginning to conceptualise internationalisation by osmosis, both through having to respond to the needs of international students in their schools, and the reality that, in an increasingly globalised society, it is unavoidable. One of the debates, which also link to quality assurance and moderation, is equity and equality in these multi-cultural classrooms (Tudball, 2005:12-19).

2.4 ASSESSMENT TO BE ACCOUNTABLE

The rise of policies on accountability policies during the early 1990's coincided with an increase in the achievement gaps between white and minority students in the United States, reversing decades of steady improvement in outcome equity. Why, then, did the achievement gap widen when increased standards and accountability reformations were introduced in the 1990's? There is evidence that the education system started to focus more intensively on academic content and not so much on teaching itself. Harris and Herrington (2006:210-216) refer to a potential trade-off involved with standards, accountability and many other types of educational policy. There is evidence that policy approaches decrease graduation rates. They considered two types of accountability, namely Governmental Accountability and Market-based Accountability. Governmental Accountability refers to efforts by government to measure the outcomes of students and schools, especially on the basis of students' test scores, and to provide explicit rewards and punishments based on these measures. Accountability systems place pressure on all schools and students to improve, increasing the average, but have no obvious impact on equity. Market-based Accountability refers to policies that provide stakeholders with a greater choice of schools that children could attend. The goals of these policies and programmes include the provision of a better match between students' needs and school programmes, allowing students to

'escape failing schools', and pressuring all schools to improve, or alternatively lose students and funding (Harris & Herrington, 2006:216-222).

Gipps (1999:357-358) argues that assessment is a socially embedded activity which can only be understood by taking account of the cultural, economic and political context within which it operates. Fair assessment cannot be considered in isolation from both the curriculum and educational opportunities of the students. The term, fairness, captures what is represented by the more technical term equity (Stobart, 2005:275-276) and Walter Secada (1989:90) comments as follows on equity:

“Equity attempts to look at the justice of a given state of affairs, a justice that goes beyond acting in agreed upon ways and seeks to look at justice of arrangements leading up to and resulting from those actions.”

Equity, in this definition, is a qualitative concern for what is just. The implication is that equity is not the same as equality. Equity represents the judgement about whether equality, be it in the form of opportunity and/or outcomes, achieves just ('fair') results. Equality is essentially a quantitative approach to differences between groups (Stobart, 2005:276).

Gee (2003:28) states:

“If two children are being assessed on something they have not had equivalent opportunities to learn, the assessment is unjust.”

It is possible, in relation to fairness, to have similar outcomes for two groups and yet to note the unfairness towards one of the groups, which might have been disadvantaged in terms of access to the curriculum. The history of tests and examinations suggests that, while applauding their fairness, little concern was shown for the underlying social bias, for example, that female and certain groups were not allowed to enter them. Examinations were seen as testing more than attainments or skills; but they were perceived as instruments to get to basic abilities (Stobart, 2005:278). Killen (2003:2) said that assessment is fair when:

- there is no bias
- the purpose is clear
- conditions do not disadvantage any student
- there are clear links to the appropriate outcomes

Meier (2000:n.p.) reported that in South Africa the teacher-learner ratio was 1:40 for black learners compared to 1:21 for whites. This was compounded by a shortage of qualified

teachers in Science, which meant that many schools for black students did not even offer this subject, even though it was part of the official curriculum.

The use of criteria and standards for determining student achievement has gained increasing popularity in Western educational systems. In the subject Tourism there is a drive towards more performance assessments. These assessments are purported to be more 'authentic' than traditional pen and paper examinations and provide greater opportunity for students to demonstrate complex and higher order cognitive processes. This said, validity and reliability, along with comparability and fairness are necessary to consider in relation to the employment of any educational measure as they are 'social values that have meaning and force outside of measurement wherever evaluative judgements and decisions are made' (Messick, 1994:13). Given the research paradigm employed in this study, it is impossible to indicate statistically the validity and reliability of the criteria and standards approach utilised by the teachers. Nevertheless, the two principles are pertinent to the issues raised (Hay & Macdonald, 2008:154).

Stobart (2005:279) compiled the following table in which access, curriculum and assessment questions are linked in relation to equity.

TABLE 2.1: TABLE ON CURRICULUM AND ASSESSMENT QUESTIONS (STOBART)

ACCESS QUESTIONS	CURRICULAR QUESTIONS	ASSESSMENT QUESTIONS
Who gets taught and by whom? Are there differences in resources available for different groups? What is incorporated of those attending?	Whose knowledge is taught? Why is it taught in a particular way to this particular group? How do we enable the histories and cultures of people of colour, and of women, to be taught in responsible and responsive ways?	What knowledge is assessed and equated with achievement? Are the form, content and mode of assessment appropriate for different groups and individuals? Is this range of cultural knowledge reflected in definitions of achievement? How does cultural knowledge mediate individuals' responses to assessment in ways which alter the construct being assessed?

From this table, Stobart has chosen four key areas within large scale testing / examination systems in which to raise issues of fairness, particularly in relation to multi-cultural societies.

These are:

- The nature and requirements of the assessment system itself, for example how cultural and linguistic diversity is approached
- How does the content of the assessment reflect the experiences of different groups?
- How do the assessment methods meet the cultural diversity of the candidates?

- How effectively is the performance of different groups monitored and how is this fed back into the system?

These four key areas from Stobart directly relate to the research question and also to some of the supporting questions. These four questions will be addressed in Chapter 4 in designing the questionnaire.

2.5 MODERATION AS QUALITY ASSURANCE

Although it is clear what assessment means, a broad view is taken in this chapter of what constitutes 'moderation'. McNamara (2000:144) refers to moderation as:

"The process of reconciling or reducing differences in the judgements and standards used by different assessors within a rating procedure, usually at meetings of assessors at which performances at relevant levels are rated independently and then discussed".

Any national system of assessment must be effectively quality assured to ensure that consistent and accurate standards are being applied and maintained. Internal assessment is quality assured by means of a process called Assessment Moderation. It focuses on:

- the validity of assessment instruments
- the reliability of assessment decisions
- the practicability of applying assessment instruments
- the consistency of the quality of assessment practices within centres over time (SQA Guide to internal Moderation, 2001:7)

Alternatively, moderation is a process for ensuring consistency of judgements about the quality of students' work and involves teachers comparing students' work and coming to a shared understanding of the criteria and standards against which the students' work is measured (Cumming & Maxwell, 2004:89–108).

Linn (1996:91-105) said moderation implies "social moderation". That is, it involves comparisons of assessment judgements of different assessors in different settings, but all relate to the same learning outcomes, with the purpose of ensuring that the judgements are comparable.

Thus, moderation is the process of making judgements of (other teachers') students' work produced under external assessment conditions. It includes, for example, the marking of an external examination paper. It goes beyond Linn's 'social moderation', which describes methods to bring standards into line through professional judgement. It is clear that

moderation processes can apply to both school-based and external assessment components (Mercurio, 2006:2).

Comparability of assessment judgements means that there is agreement that the assessed performances are appropriately classified in terms of the standards they demonstrate. This involves both similar interpretation of the standards and similar recognition of performances that demonstrate those standards. According to Maxwell (2006:2-8), a moderation process is therefore one involving approval of assessor judgements, with the implication that there may need to be some adjustment of those judgements to conform to the common standard. It is not a passive process that simply checks how much agreement there is, but an active process in which assessment judgements are aligned with each other to create consistency of interpretation and implementation of standards across the whole system.

In the South Australian school system, the role of teacher as assessor is aligned with the role of the teacher as moderator. The interactions between these two roles both relate to the following three goals:

- Being fairer to students
- Building the capacities of teachers to understand the assessment process and thereby improve learning
- Strengthening public confidence in the fairness of judgements (Mercurio, 2006:3).

Assessment is a powerful educational tool. It influences the judgements of teachers and teaches what is of most importance in Education (McGaw, 2006:1). Effective teaching is the first step towards quality educational assessment (Akpan, 2005:5). It must be acknowledged that teachers are at various levels of proficiency and competency and there is no way to predict precisely what long-term results of classroom or school-based assessment will be. Alagumalai (2006:2-3) argues that any interaction involving behaviour adheres to a probabilistic function, at both the microscopic and macroscopic level. Thus, interactions between teacher and student, teacher and student's work, teacher and teaching tools, and can we include assessment, are highly probabilistic. It will be disastrous if parents and stakeholders are kept second-guessing why a student is assigned a particular score and/or directed through a particular diagnostic pathway.

As a summary one can say that internal moderation is the set of processes designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools

- involve the Queensland Studies Authority (QSA) and schools in cooperation and in partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of certificates (QSA, 2007:4).

A very important deduction from the text is that the quality of teaching directly impacts on the quality of assessment. In the South African scenario the question, firstly, is how to measure the quality of teaching and, secondly, how to improve the quality of teaching. The quality of the moderation systems will be directly related to the quality of teaching.

2.6 FORMATIVE VERSUS SUMMATIVE ASSESSMENT

In many assessment systems, there is a debate regarding the importance of formative assessment versus summative assessment. This will obviously also impact on moderation processes.

In their circulated publication, *Inside the Black Box*, Black and William (1998:139-148) devoted considerable attention to the importance of formative assessment. Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their work to meet their needs. Teachers can find out what they need in a variety of ways. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet the needs (Black & William, 2001:1-2). The arguments in support of school-based assessment are varied, but one of the reasons is that school-based assessment extends the scope of the assessment to include formal written work, but also oral and practical work and in some cases, personal attributes. This type of assessment also provides for assessment that will be more diagnostic and detailed, increasingly cumulative and integrated with the learning process (Singapore Examinations and Assessment Board, 2006:2-16). Summative assessment is valuable for recording and reporting student achievement at certain times. Summative assessment data are generally obtained by giving tests, but these data cannot reflect the full range of goals of learning (Harlen, 2003:10).

The Assessment Reform Group (ARG) - 1999 - shows that formative assessment involves the collection of evidence about the progress being made by students and using this evidence as feedback to improve learning and teaching. Formative assessment is shown as assessment for learning, while summative assessment is assessment of learning. Formative assessment in the classroom is mostly informal, but may include more formal approaches such as a report writing assignment to determine how much students already know about the topic. Formative assessment is not an unfair practice. It is a way of providing appropriate guidance to students to improve their performance on required tasks (Griffith, 2005:5-6). The

use of formative assessment can also be facilitated by aligning formative and summative assessment (McGaw, 2006:5). Maxwell (2006:6) queries this notion, by stating:

"Where work is refined and resubmitted on the basis of teacher feedback, it is sometimes difficult to determine the current state of the student's knowledge and skill, that is, to separate the student's input from the teacher's."

Therefore, he states that the formative use of summative assessment is not a good practice (Maxwell, 2006:6). Because of the emerging importance of formative assessment, a quality management system can have different components covering the assessment process. This is also applicable to formal and summative assessments (Maxwell, 2006:3-4). Internal summative assessment by teachers is a statutory requirement in many countries, for example England, the Netherlands and South Africa (part of the FET SBA requirements for all subjects) (EPPI Protocol, 2004:4). The argument is that summative assessment forms an integral part of quality assurance. Quality assurance occurs before the assessment is conducted; quality control is done during the assessment (which summative assessment can be part of) and quality review after the completion of the assessment. In this sense, quality assurance is concerned with establishing appropriate circumstances for assessment to take place, quality control is concerned with verifying that assessment procedures and judgements are appropriate and quality review is concerned with retrospective analysis to see whether improvements in assessment procedures and assessor judgements should be made in future. One approach to conduct quality control or quality assurance is typically referred to as moderation (Maxwell, 2006:3-4).

It is evident that the difference between formative and summative assessment, that is assessment for learning versus assessment of learning, needs to be clearly understood by teachers and other stakeholders in the assessment and moderation processes (Griffith, 2005:8). Public confidence in assessment is strengthened if the community can be assured that the assessments are warranted. The community expects policies, processes, and protocols to be in place and that they will be utilised (Mercurio, 2006:13). In South Africa, teachers struggle to use informal and formal assessments in a formative fashion.

2.7 THE NORM-REFERENCE TRADITION

With regard to the issue on how to interpret the performance of individuals, a strong, initial norm-referenced tradition in educational assessment is an almost inevitable consequence of the origins of the work. Although public examination results are often used only in a normative fashion, there is certain criterion-referenced information included in them. What happens in many public examination systems, is that the criterion information is ignored and

the results are used only normatively to rank students (McGaw, 2006:7-8). The school-based assessment component does not mirror the external assessment measures, but seeks to explore the unique opportunity by this component of examination to assess those competencies that cannot be adequately or easily assessed using multiple choice items or essay tests (Griffith, 2005:2). A fundamental deficiency of norm-referenced assessment from an educational perspective is that it cannot readily measure growth or improvement of skills in an individual (McGaw, 2006:6). The misinformed teacher or stakeholder may incorrectly regard teacher input within school-based assessment as unfair. Formative assessment, which is also involved in school-based assessment, must be distinguished from summative assessment, which can also be included in school-based assessment (Griffith, 2005:4). There is also an issue whether summative or formative assessment takes precedence. Typically, external examinations or tasks take precedence, because they are more trusted. The question is how to develop more trust in school-based assessments (Maxwell, 2006:3). There are clear risks of high-stakes assessment and examination programmes diverting teaching and learning from goals defined in the curriculum and understood by the public and professionals as important (McGaw, 2006:10). The following supporting questions to the research question tend to determine how schools offering Tourism as a subject manage these formative (referred to as informal assessment) and summative assessment in their schools:

- What quality assurance processes are available in schools?
- What is the school's understanding of internal moderation as part of Quality Assurance within the curriculum?

The continents and countries selected to examine their quality assurance programmes, are those countries that were involved in advising and developing the NCS in South Africa. Academics and members of institutes visit the country on a regular basis to render support. Obviously quality assurance and assessment in Africa will relate in some way to the South African system.

2.8 VIEWS ON ASSESSMENT FROM AFRICA

Assessment policies and practice in most countries in Anglophone, Africa, have always been subjected to international influences. Most national assessment and examination systems own their origins to colonial governments that had mixed motives for the introduction of the first national systems. During the last two decades, curriculum reformation in Africa have replaced colonial material with national determined content and learning objectives. Assessment systems have also changed. Selective examinations are critical to life changes

and access to employment. What is learned is closely linked to what is assessed in high-stakes examinations (Levin & Dune, 2000:379-380). Outcomes-based curricula and criterion-referencing have been promoted, but as yet have only taken root in South Africa. Although criterion-referencing has been widely discussed, it was rarely applied in practice to either curricula outcomes or the design of assessment instruments (Levin, 1995:203-210). Problems have arisen in Africa when what is tested has a different emphasis from that which is intended to be taught and where some desired outcomes cannot be assessed by the methods of testing available. It is widely argued that too many assessment tasks remain at the level of the recollection of facts and relate loosely, if at all, to what is known about cognitive development. Analysis suggests that it is often possible to achieve pass grades without demonstrating achievement at higher cognitive levels (Levin & Dune, 2000:382). Subjects in the National Curriculum Statement (FET) in South Africa are guided by Subject Assessment Guidelines, in which different cognitive levels are prescribed for tasks and examinations. Moderation systems and instruments should be developed to assess the cognitive levels used in tasks and examinations (DoE, 2008b:9). One of the supporting questions to the research question relates to this. This question is: "Do quality assurance practices ensure that learning and thinking skills are developed?"

Assessing practical work in Africa is widely seen as problematic. Practical examinations are expensive to organise and time consuming. Teachers generally have little indication about which skills their students have mastered and which they have not. Given that most African learners are taught in a language which is not their mother tongue, a continued dependence on text-based questions also seems unwise and likely to affect reliability and validity. In African assessment systems, it is evident that assessment strategies are not closely linked to curricula that was organised around structured attainment targets and models of cognitive development. Evidence of this should be apparent in both the form and content of the assessment tasks (Levin & Dune, 2000:383, 390). It has often been argued that new developments and initiatives for types of assessment spread from developed to developing countries. As national examination organisations become increasingly closely linked into the professional and commercial global market in ideas and assessment products, this is a plausible proposition. Currently, many school-exit examination systems do not pre-test items and most undertake limited post-test analysis, before becoming pre-occupied with the construction of the subsequent year's papers (Levin & Dune, 2000:394). Although Tourism NCS is an academic subject, a practical assessment task based on travel itineraries, is part of the curriculum. This will obviously lead to more authentic assessment. Again, how will this be quality assured? This will also be investigated through the questionnaire in Chapter 3.

The international transfer of assessment therefore takes place between countries. It can be defined as the borrowing and adaptation of assessment techniques and approaches across countries. Skills in various aspects of assessment are transferred. Technical knowledge about assessment approaches is not as widespread as other elements of education. Neither is expertise in assessment evenly distributed throughout the world (Sebatane, 2000:401-402). Policy statements on Curriculum and Assessment clearly do not necessarily lead to changed practice. Consistency between curricula and assessment strategies is not a problem that can be wished away (Levin & Dune, 2000:395). Practical and theoretical information, skills and expertise on assessment are transferred, which include policies, structures, content, processes, innovations, paradigms and techniques and uses. Assessment systems are being routinely transferred among industrialised countries. However, the level and the degree of adoption of other systems vary from country to country (Sebatane, 2000:402-403). Many countries, especially in the developing world, have followed the assessment systems of their former colonial masters, and some still uses examinations developed and conducted by these former colonial powers (Noah, 1996:90-91).

This study will mainly focus on the moderation system within quality assurance in Scotland and Australia, as well as on the quality care processes of assessment and moderation within the quality assurance education system of the Netherlands.

2.9 QUALITY ASSURANCE IN SCOTLAND

The Scottish Qualification Authority (SQA) is an international consulting organisation. The SQA is the national body in Scotland for the development, accreditation, assessment and certification of qualifications. SQA distinguishes between two modes of assessment, i.e. internal and external assessment. Internal assessment is where a centre (in a South African context this will be a school) decides whether candidates have achieved the standards set for the qualifications towards which they are working towards. External assessment is where SQA is responsible for devising and marking assessments. In common with all assessment bodies, SQA strives to ensure that their qualifications are valid, practicable and reliable. What do these three concepts mean for SQA?

An assessment is valid when it:

- Is appropriate for its purpose
- Allows the production of evidence of candidates' performance which can be measured against standards
- Allows candidates to produce sufficient evidence of all skills and knowledge

- Facilitates the making of reliable assessment decisions by all assessors for all candidates
- Is accessible to all candidates who are potentially able to achieve it

For assessments to be practicable there has to be adequate resources and time. Examples are:

- Balancing the need for reliable assessment, with the consideration of staff and candidate time, within the context of oral assessment or interviews
- The consideration of any resource implications within the context of assessing practical skills
- An assessment system with the flexibility to meet the need of all candidates

To be reliable, assessment decisions on candidates' performance must be consistent across all assessors and all candidates who undertake the same assessment task. Assessment decisions are reliable when they are based on evidence that is:

- Generated by valid assessment, produced under consistently-applied conditions
- The authenticated work of candidates being assessed

And when they are:

- Taken on the basis of clearly-defined performance or related criteria
- Used consistently across the range of assessors applying the assessment in different situations and contexts, with different candidates.
- Consistent over time (SQA, 2003:3, 7-19)

The SQA proposed that internal moderation should provide checks and support for the three key stages of assessment:

- Select and/or devise and/or modify assessments (including marking schemes and or assessment instruments
- Apply assessments
- Making assessment decisions

The way that a centre/school organises this layer of internal quality assurance will reflect local needs, though it will be in line with national criteria. The system should include:

- The sampling of assessment evidence.
- Continuous review of assessment practices

- Continuous review of internal moderation (SQA, 2001:8).

The desired output of internal moderation processes should be that all assessors would assess according to national standards. The following steps, that are outlined here, should help to contribute to the process:

TABLE 2.2: INTERNAL MODERATION PROCESS

STEPS FOR MODERATION	SHORT DESCRIPTION
1. Assessment specification: content and standards	Familiar with the policy documents
2. Select an assessment instrument and devise the assessment task	Fit the purpose, enough evidence to be produced, help for reliable decisions
3. The responses or solutions expected	Assessment instruments devised at the same time as the assessment
4. Set the assessment and associated assessment scheme	Ensure that assessments are appropriate by consulting with members of staff
5. Assessment of candidate evidence	Evidence based on valid instruments, under assessment conditions, a range of assessors reached consistently accurate decisions over time
6. Check the consistency of assessment decisions.	Avoid assessor bias How evidence was presented and recorded
7. Record the assessment decisions	Issues on re-assessment, the role of the assessment instrument and purpose for re-assessment
8. Forward the results and maintain assessment records.	Internal moderation processes should ensure evidence, materials and records are maintained

All these steps are described more fully in the SQA document (SQA, 2001:8-16). These eight steps reflect most of the principles built into the South African Moderation system as prescribed by Umalusi (Umalusi, 2006:29-31). These steps also relate to one of the supporting questions to the research question, namely: "How does internal moderation of assessment form part of the quality assurance process?"

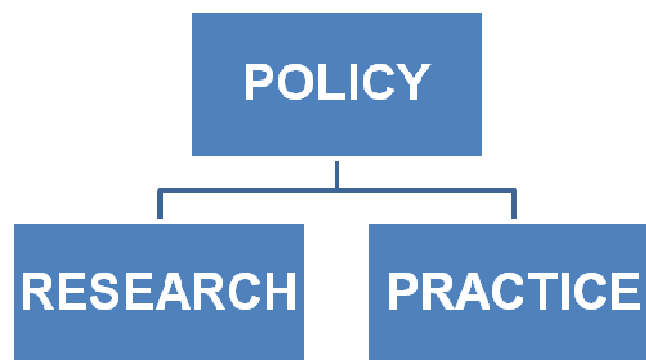
In Scotland, schools are responsible for the internal moderation of their internal assessments. It is important that schools ensure that internal assessments are done in a consistent manner. It is also imperative that a new member of staff has access to all the relevant SQA documentation to familiarise himself with moderation procedures. External moderation focuses on the validity and reliability of the school's assessment. For examining bodies, the emphasis will be on holistic assessment at unit or outcome level. Schools will be offered developmental visits, as far as resources allow (SQA, 2003:12).

Assessment innovation has a long tradition in Scotland and, although there have been changes in practice; it is hard to be confident that the resources invested in the endeavour have led to improvements in learning. Yet Scotland has much in its favour. They have a potential close relationship among educational research, policy and practice communities.

This relationship is not always comfortable and sometimes regarded as complacent, although attempts had been made to integrate research, policy and practice in order to improve success for learners. (Hayward & Hedge, 2005:55).

Fullan (2003:106) argues: "It is not so much a matter of going down a road less travelled, but rather going down one never travelled before, because it has not yet been made."

Scotland is, of course, not unique in attempting to travel on a new road on which changes in research-informed policy influence, and is influenced by research-informed practice. Hammersly (2002:23) suggests that it is the practical nature of teaching '... which is the main source of the "yawning gap" between theory and practice'. Barnes (2002:624) argues that plans for curriculum change often only generate new policy documents or exchange one form of professional rhetoric for another, without any substantive change in classroom practice. Thus the relationship between research, policy and practice is often presented as a problematic triangle in which the three sides may not always meet. During the initial discussions on policy development in Scotland, there was a high level of consensus amongst policy-makers and researchers with regard to the potential of formative assessment to enhance teaching and learning. However, teachers who were consulted about the assessment proposals appeared to be both suspicious of policy and dismissive of research. Despite these gaps, researchers, policy-makers and practitioners all seem to claim similar aspirations for assessment, which is a commitment to raise achievement. In the illustration below, respondents to the New National Consultation process in Scotland identified some crucial issues for the enhancement of learning, namely the inclusion of assessment as part of teaching and learning, stronger links between principles and practice and the improvement of the relationships within this triangle (Hayward & Hedge, 2005:58, 61).



William and Lee (2001:2) suggests that:

'The difficulty of 'putting research into practice' is not the fault of the teacher, but nor is it due to a failing in research. Because our understanding of theoretical

principles underlying successful classroom action is weak, research can never tell teachers what to do.'

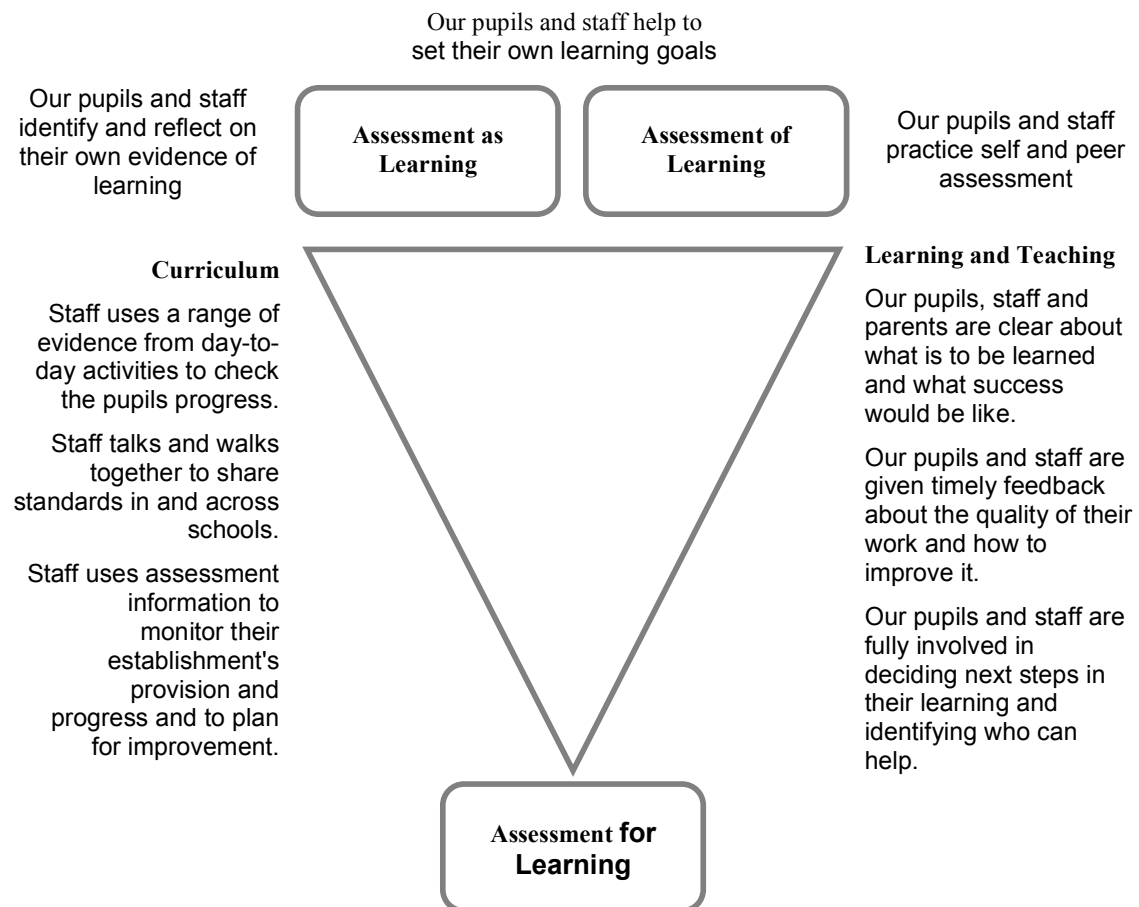
There is international evidence that the tensions between assessment for learning and assessment for accountability are very real and that, if not reconciled, it could have a negative impact on learning and teaching (Hayward & Hedge, 2005:66). These tensions also exist in South Africa. High-stakes tests are more likely to impact, if not constrain teachers' beliefs and practices. There is also evidence to suggest that unresolved tensions between assessment for learning versus assessment for accountability, lead teachers and schools into elaborated charades designed to demonstrate progress at system level, rather than in learning (Black, 2001:65–68). Developments to support learning in schools may be put at risk if assessment for accountability is perceived to be the major political driving force, or even if the political context appears to offer competing messages, for example about supporting learning, whilst collecting evidence for 'league tables'. Even if the political context is stable, perceptions of the centrality of teachers' professional judgement in assessment amongst teachers are likely to vary. This variation will depend on whether the assessment tasks are perceived high or low (Hayward & Hedge, 2005:67).

In the late 1990s, Scotland introduced the New National Qualifications (NNQ). The new system increased teachers' responsibility for assessments which are part of the students' final certification. During internal assessment, teachers determine on a pass/fail basis whether students have achieved the published criteria for each unit of the course, normally using tasks selected from a National Assessment Bank provided by SQA. Thus Scotland is building a coherent assessment system. The Scottish Executive Education Department (SEED) initiated the Assessment is for Learning (AifL) programme. This collaborative project focuses on three key outcomes. These outcomes are important for this study, because they indicate the importance of well established monitoring systems of quality assurance. These outcomes are:

- the need to make effective use of research evidence about formative assessment in practice and the need to capture evidence of learning in classrooms in ways that were part of the processes of learning and teaching, without becoming bureaucratic
- the need to quality assure teachers' professional judgements at school level, so that assessment judgements can be trusted and standards shared
- the need to develop a national monitoring system that does not distort classroom practice and yet provides sound information for policy-makers, for self-evaluation and for improved action (Hayward, 2007:254-259.)

The AifL system links to two of the supporting questions of the research questions, namely: "What is the school's understanding of internal moderation as part of quality assurance?" and "How does internal moderation of assessment form part of the quality assurance process?" The illustration in Table 2.3 attempts to show the interaction between teaching and learning, curriculum and assessment. Once again, it emphasises the importance that assessment should form part of the curriculum and the learning and teaching process. Many teachers in South Africa regard assessment as a so-called "add-on", in other words an additional task to be performed.

TABLE 2.3: WHAT IS AN AifL SCHOOL? - A PLACE WHERE EVERYONE IS LEARNING TOGETHER



(Hayward, 2007:254-259.)

"Assessment is for learning". There is a multi-faceted interrelationship of research, policy and practice in assessment which have identified the complexity inherent in the seemingly straightforward advice to 'begin where people are' (Swann & Brown, 1997:91). There is evaluative evidence that this ambitious and complex project structure has led to quite significant changes in assessment practices. Some scholars refer to this as a 'quiet revolution'. Groups of schools that become engaged in local moderation are developing means of sharing standards. There are clear differences in the ethos and culture of formative assessment in classrooms. There is also emerging evidence of increased motivation amongst both teachers and learners, and enhanced attainment amongst pupils (Hayward, 2007:260-261).

The question is how will this impact on moderation practices? One of the fundamental shifts in practice, advocated in Scotland, is for a greater focus on formative assessment as part of learning and teaching. Moderation therefore should be adapted to give greater guidance on

learning and teaching, rather than on verifying results for accountability purposes. In South Africa moderation is not currently used to give guidance on teaching and learning. Although South Africa introduced the FET in 2006, this Scottish debate has not yet started in South Africa. In the Western Cape Education Department schools have also grouped together for the moderation of School-Based Assessment (SBA). These meetings are referred to as cluster moderation (WCED, 2002:2-6). Again the question remains: How does this ensure that the quality of SBA is maintained and improved? Schools differ from one another, as some teachers are not qualified for the subject and some schools have no SBA moderation process in place.

2.10 MODERATION PRACTICES IN QUEENSLAND

The Queensland Studies Authority (QSA) in Australia argues that moderation is necessary to produce valid, credible and publicly acceptable QSA certificates. Since schools are accommodating 'diverse students' needs, the QSA encourages and supports students with diverse needs. Moderation in Queensland is a set of processes designed to:

- Provide comparability in the system of school-based assessment
- Form the basis for valid and reliable assessment in senior secondary schools
- Maintain the quality of school-based assessment and the credibility, validity and acceptability of QSA certificates (QSA, 2007:1-3).

According to QSA the aim of moderation is not to suggest that two students, who obtain the same results, have had the same scope of experiences or achieved equally in any one aspect of that course of study. It rather means that they have, by balance, reached the same broad standard. Two major research projects by Sadler and Masters concluded in a strong support for the effectiveness of moderation in Queensland (QSA, 2005:7). Essentially, moderation is conducted by teachers from secondary schools and universities, QSA committees, district and state review panels and staff of the QSA. System checks and balances help to maintain and monitor comparability of levels of achievement. According to the QSA, the best form of checking, though, begins and ends with students and their parents. The QSA provides guidelines for efficient, effective and accountable procedures, but each school has the responsibility to propose levels of achievement.

TABLE 2.4: RESPONSIBILITIES FOR INTERNAL MODERATION IN QUEENSLAND

STUDENTS AND THEIR PARENTS	TEACHERS AND ADMINISTRATORS
<ul style="list-style-type: none"> • Check schools' decisions about their subject achievements, before the achievements are proposed • Exercise the right of appeal after final decisions have been made and certificated 	<ul style="list-style-type: none"> • Set up procedures for reasonable and accountable decision-making by teachers • Analyse decisions and identify where further checks should be made • Communicate decisions and decision-making process to students

(QSA, 2007:3-4)

In Queensland it is evident that moderation is seen as a process where there are possible role-players involved. By involving students and their parents the moderation process leads to reliability and credibility. In South Africa teachers and schools still struggle to involve pupils and parents in moderation practices.

In the South Australian school system the role of the teacher as assessor is aligned with the role of teacher as moderator. The interactions between these two roles both relate to the following three goals:

- Being fairer to students
- Building the capacities of teachers to understand assessment process and thereby improve learning
- Strengthening public confidence in the fairness of judgements (Mercurio, 2006:3).

It must also be noted, that although the New Zealand quality assurance model will not be discussed in full, the New Zealand Qualification Authority (NQA) has a near similar system of assessment as the Scottish. Some of these aspects were also incorporated in the new South African NCS Model. They guide their schools on good assessment practices. The NQA refers, because of its explicit unit standard approach, to standards-based assessment, because it clarifies what is to be assessed. The NQA also advises teachers to reduce time spent on assessment and to make assessment activities complement and reinforce learning. Careful planning can minimise assessment occasions and provide for a more holistic approach. They refer to "integrated assessment" by combining some unit standards (NQA, 2001:12, 36).

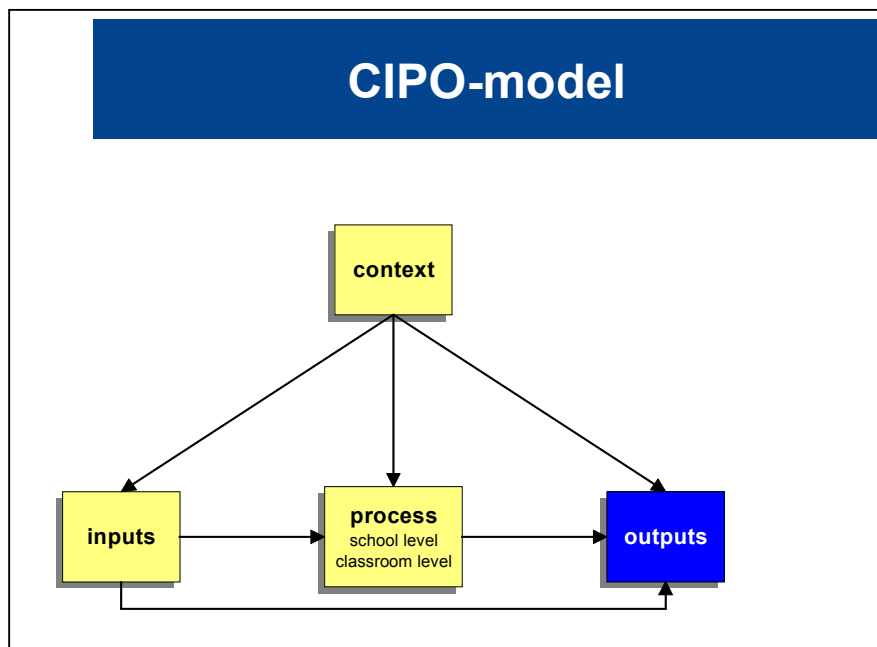
Over-assessment is a reality in South Africa. The moderator must be able to identify over-assessment. Teachers will often employ "coping strategies" to combat the problems of over-assessment. In the absence of a radical revisit of assessment and in the light of a rising tide of assessment a number of unintended consequences occur. First to suffer is usually the length of time between assessment and feedback. Secondly, there is less feedback given

and hence less opportunity to discuss and clarify teachers' comments. Finally, formative assessment, from which students could learn, is sacrificed for summative assessment (Robert Gordon University, 2003:5).

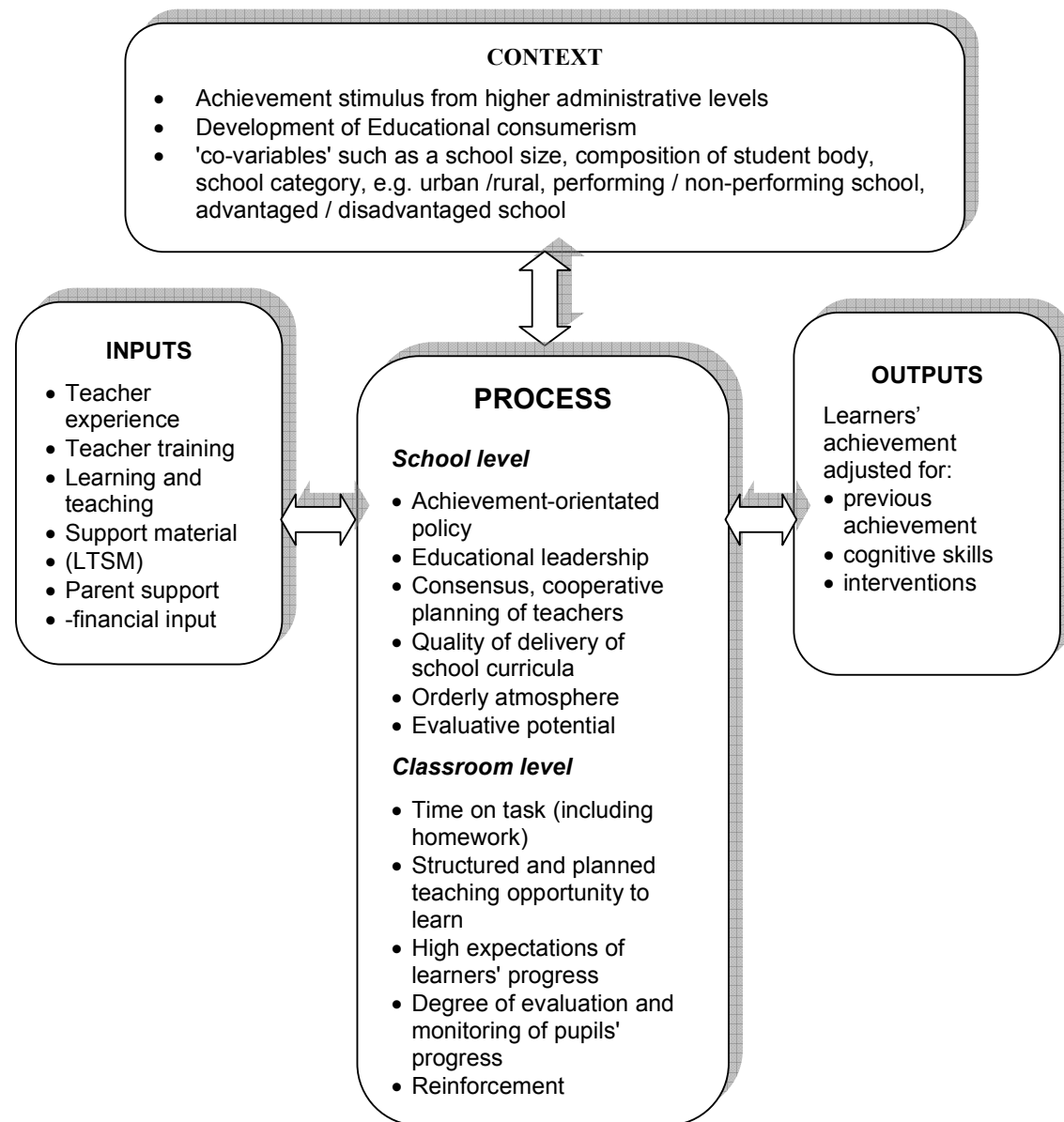
2.11 QUALITY ASSURANCE ACCOUNTABILITY IN THE NETHERLANDS

The Netherlands is one of the countries where state authorities take a firm stance on issues such as accountability on the one hand, whilst on the other hand, there is a stronger focus than ever on the individual school to take care of its own affairs and more assume personal responsibility for its educational and organisational matters. To describe and understand the complexities of education, the Dutch use various educational models. One of the well known models is the CIPO model. CIPO is an acronym for Context, Input and Output (Moelands, 2005:21). The CIPO model is a theoretical model, developed by Jaap Scheerens of the University of Twente.

TABLE 2.5: CIPO MODEL



The CIPO model will be used in Chapter 3 to design the questionnaire and in Chapter 5 to construct moderation tools. The South African context has been partially included in the example (Table 2.6). As a theoretical model, it can be used to guide thinking and planning of a moderation process in schools.

TABLE 2.6: THE FOUR PHASE CIPO MODEL

(Scheerens, 2005:13)

The Netherlands used the three internationally accepted organisational levels for curriculum and assessment, which are the micro-level (classroom), meso-level (the school) and macro-level (country). This international accepted terminology will also be used in this study to distinguish between the different levels of the quality assurance process.

TABLE 2.7: INTERNATIONALLY ACCEPTED TERMINOLOGY OF DIFFERENT EDUCATIONAL LEVELS

CURRICULUM AND ASSESSMENT	
Macro	National Level
	Educational Law National attainment targets
Meso	School level
	School work plan/ curriculum Evaluation
Micro	Class/Student level
	Textbooks Classroom instruction

On macro- and meso-level there is a growing demand for insight into educational standards and performance. National regulations are reduced to strengthen the responsibility of educational institutions for their own policy and practice. A new law since 2002, the Supervision Act, regulates that internal quality and quality control are the schools' own responsibilities, in terms of:

- Objectives (within national framework)
- Organisation
- Methods
- Materials
- Pedagogy
- Evaluation of quality

On the meso-level the Inspectorate monitors and supervises the quality proportionally (no more than necessary) on the basis of baseline requirements. The approach has the school self-evaluation as starting point. The inspector has to establish whether:

- The school measures what has to be measured (validation)
- Data is reliable (verification)

- Adequate norms are used (valuation)

When supervising schools, the Inspectorate will take the self-evaluation of the schools as a starting point and check whether:

- the schools have taken all the relevant aspects of their functioning and achievements into account. Do they measure what has to be measured (Validation function)?
- the schools' self-evaluation is grounded and reliable on the basis of the documents that were handed over for this verification function, as well as the instruments schools have used for their quality control
- the school have used adequate norms (valuation function) to control their quality. For this purpose the Inspectorate makes use of the results and norms of schools in comparable situations

Questions to be answered on meso-level are the following:

- Is the teaching-learning process at the school of sufficient quality?
- Does the school achieve sufficient results?
- Are the conditions at school sufficiently conducive to the quality of the teaching-learning process and contributing to the achievement of sufficient results? (Moelands, 2006b:n.p; F Moelands ,2002:28).

Micro-level Classroom Assessment concentrates on obtaining information on learner progress. The aim of classroom assessment is to obtain information about the progress of learners in order:

- to determine the best way to conduct the teaching-learning process
- to determine whether learners are showing sufficient progress
- to determine the nature of barriers to learning experienced by the learners
- to report to learners (feedback), parents, colleagues regarding their progress

Teachers usually obtain this kind of information through day to day assessment. Day to day assessment relates to:

- interaction during lessons (asking questions)
- exercises and assignments
- observations
- marking written work

- tests set by teachers
- portfolio

Teachers and educationists in the Netherlands will acknowledge that classroom assessment also had some limitations, since it is:

- strongly person related
- subjective
- teachers have strong/weak points
- inconsistent over time
- same performance judged differently

These limitations, as indicated above, can have an impact on the intended results of teachers doing assessment. For this study and the construction of the questionnaire these limitations as indicated below must be taken note of:

During classroom assessment, two types of mistakes in terms of judgement are identified, which are instability and lack of inter-subjective conformity. Instability refers to different judgement of one case to the next, while a lack of inter-subjective conformity refers to one teacher assessing differently compared to another teacher. There are also effects that can reduce reliability in the assessments process, for example the significance effect and the halo-effect. The significance effect implies that assessors pay attention to different things (e.g. spelling). The halo-effect refers to a cognitive bias whereby the perception of a particular trait is influenced by the perception of the former traits in a sequence of interpretations. People do not think of other individuals in mixed terms; instead we tend to view each person as roughly good or roughly bad across all categories of measurement.

The halo-effect, leniency error and severity error are examples of concerns that have been identified regarding the reliability of teachers' qualitative judgements. Low inter-rater reliability scores for performance assessments of writing and research skills have been reported, respectively by Koretz *et al.* (1994:5-16) and Stokking *et al.* (2004:93-116). Similarly, low inter-rater reliability in the assessment of teacher performance was reported by Bond (1995:21-24) who argued that assessors held unarticulated beliefs about what constitutes evidence and that these beliefs were resistant to change even after training and calibration. This usually leads to disturbing radiation of other qualities involved in the assessment. Thirdly, the sequential effect should be taken into consideration, since the sequence and timing of assessment could also influence judgement. Fourthly, it can happen that norms of

assessors can be shifting (Moelands, 2006a:n.p). This means that assessors can change their judgements over time or between themselves.

Contrary to the above, Harlen (2005:245–270) reported, in a review of assessment literature, that the reliability of teachers' judgements has been proven to be consistent with the reliability of traditional tests. Furthermore, the presentation of evidence indicating concerns about the validity and reliability of the use of rubrics does not imply the substantiated validity and reliability of traditional assessments.

As already mentioned, state authorities in the Netherlands take a firm stance on issues such as accountability, and therefore high stake tests are also included in the Netherlands' assessment practices. Examinations/tests in Secondary Education play a critical role in controlling access to tertiary education. The final examination for HAVO (Senior General) gives access to higher vocational education and the VWO (pre-university) examinations give access to university education. The school-exit examinations generally consist of two parts: the internal school exam and the external exam. The internal examinations are compiled by schools themselves. A uniform national examination is written by all pupils from the same type of school. The national exams are constructed by Cito (the Dutch National Institute for Educational Measurement), by order of the Central Committee for Ratification of examinations (CEVO); (Alberts, 2001:353-355).

As in the Netherlands, high-stakes examinations and tests form the backbone of assessment in the Further Educational and Training band (FET) in South Africa. This band represents the same level as the HAVO and VWO in the Netherlands and includes Grades 10 to 12. Successful candidates will receive a National Senior Certificate (NSC) at the end of Grade 12 (DoE, 2005a:1-4). If tests and examinations are considered to be such high stakes instruments, it is necessary to quality assure and moderate them.

In South Africa should follow the Dutch principles for testing. In the Netherlands, tests and especially external tests, should comply with the criteria listed below:

- not person-related (construction and marking)
- prove quality (reliability, validity)
- consistent over time
- clear objective standards
- continuity over the years
- showing progress in time for some (monitoring)

Characteristics needed for such an instrument:

- not a once off test, but regular tests (at least once a year)
- not the same test every time
- how does one know that there is progress? How should results be compared?
- it should be possible to link or compare the results to make monitoring possible

To address the issue regarding how to compare results of learners over time, the Dutch use the same test that is custom-made, at different moments. They do that, for example, with a speed test for decoding words in one minute. The problem, however, is that in most cases one cannot use the same test in every grade, because the content and difficulty in the different grades will differ. A test containing items of different grades will be much too difficult for learners in the lower grades and partly too easy for learners in the higher grades. This is not efficient and informative. Using parallel tests, two tests with items of more or less comparable content and difficulty, is not a real solution for establishing progress in time. By making use of different tests/examinations at different moments, it allows for adjustment of the content and the difficulty to the level of the learners. The problem remains, how are the results to be compared:

- The percentage of correct answers at different moments with different tests cannot be compared, because the content, the difficulty and sometimes also the number of items, are not comparable. A percentage of 65% for the second test could be a better achievement than 70% for the first test.
- Norm-referenced scores indicate the relative position of the learner's achievement compared to the achievement of other learners.

The disadvantage of these tests is that only relative progress or deterioration can be observed. The result is more or less predictable and gives limited information. A weak learner will probably always end at the negative end of the distribution and results are fixed to the observed sample. In England level indicators are used, which are referred to as *Key stages*. At Cito they solved this problem by making use of the Item Response Theory, where the results of different tests and examinations with varying difficulty, content and number of items, are converted to the same fixed scale. The ability level of the learner can be compared with previous results of the same learner. In this way, the progress can be monitored over a number of years (Moelands, 2006e:n.p).

Cito introduced the Pupil Monitoring System (PMS), which is more than only a set of tests that allows the monitoring of the results of learners over the years. Cito developed this system to help teachers obtain reliable data about progress in the learning process.

Because of the importance of examinations and tests in the Dutch education system, Cito introduced measures to standardise these two assessment instruments. For external examination panels, they constructed the Quality Monitor, which is an electronic instrument to monitor the complete examination process. The instrument is mainly used by Netherlands' regional training centres (Regionale Opleidingcentra; ROC's) to evaluate their construction and execution of examinations. The Quality Monitor describes the development of the examination processes and procedures. It considers components of examinations such as relevant documentation and layout of papers which lead to a quality report of the process (Moelands, 2006b:1-20; Moelands, 2006a:1-5). It will be possible to adapt this Quality Monitor to suit the needs of individual schools to monitor their internal examinations.

Test Construction in the Netherlands

Although this thesis is on moderation, teachers will be questioned about the way they set tests and examinations. Cito has been one of the leaders in Europe with regard to test construction for a number of years.

In Chapter 4, test administration and the assembly of test items will be discussed. Specification entails the item format, for example: multiple choice, open-ended questions or a practical assignment. Cito regards a test planning grid for quality assurance as a prerequisite for any official testing (Moelands, 2006a:2-6).

The difference between internal or school-based examination in the Netherlands and South Africa is that Cito can advise on examinations for schools in the Netherlands, in comparison to South Africa, where only the final Grade 12 examination is set externally. Unfortunately schools in South Africa do not have a Quality Monitor package. Standards and quality assurance can therefore differ amongst different schools and even provinces. This study will primarily focus on system monitoring. This will provide general information about performance of the educational systems, specific moderation systems in schools and the district, with regard to Tourism as a subject.

To conclude, elements of assessment and moderation practices from Scotland, Australia and the Netherlands, as well as from other developed countries are frequently used by assessment bodies in developing countries. The next section will deal with this convergence to similar practices and structures.

Converging to similar practices and structures

As already mentioned, economic globalisation, a phenomenon which is taking root at an accelerating rate and which involves multi-national organisations has a considerable impact on Education. The interdependence of states, which is also partially driven by economic market forces, brings about changes in Education as a whole; but it also impacts on

assessments systems of countries involved (Sebatane, 2000:403). Little and Wolf (1996:4) states:

"National and local systems are themselves embedded in labour markets, communication systems, qualification systems and commercial assessment activities, which are increasingly international in orientation and control."

Ginsburg *et al.* (1990:483) argues that educational and assessment systems of all nations of the world tend to converge towards similar practices and structures. For less industrialised countries, it results in the borrowing of practices and structures from developed nations. (483). Literature constitutes one important channel through which the international transfer of information on education is affected. There are an increasing number of publications related to educational assessment, including many journals targeted at national, regional or international readership. Assessment (Quality Assurance) institutions, professional associations and publishers sponsor journals and newsletters. Information on assessment and moderation is facilitated by modern information technology, internet access and on-line sources. Organisations such as UNESCO are involved in global education and assessment initiatives. A number of foreign students attend formal training programmes on assessment at various universities in Europe and North America. Developing countries increasingly co-opt the services of international consultants to provide technical assistance in educational projects, including assessment. These consultants often do a good job as changing agents, but are sometimes criticised on a number of fronts (Sebatane, 2000:404-408). Watson (1994:94) points out:

"The problem is that so often consultants/outsideers spend brief periods in a country, believe they know the answers, write their reports on the basis of semi-conceived ideas and then depart"

For moderation, and quality assurance in particular, assessment and examinations should be understood within the context in which they operate, since that context determines the degree to which policy and practice reforms can be successful. Although the demands on assessment may be the same for most countries, the responses to these demands differ, because of varying contexts and policies (Sebatane, 2000:410). Crossley and Vulliamy (1995:3) refer to what they call 'inappropriate international transfer of Western paradigms to developing countries.' There is no one best system, since assessment goals, assumptions, policies and practices are inextricably bound to other parts of Education and the general social framework of each country (Noah, 1996:88).

It seems a general trend that national curricula is now more based on, or moving towards, the defining of competencies to be acquired by pupils, rather than on the content (e.g.

scientific and social) to be learned (Letschert, 2004:7). Knowledge is changing at such a rapid rate that any facts or truths learnt in schools today, are likely to be redundant or contested tomorrow, no matter how actual they may seem. The basics of old learning were based on the conveyance of quite definite facts – 'facts' about history, facts about science and language facts in the form of 'proper grammar' and correct spelling. In this environment the question of the 'basics' of learning needs to be re-examined. In terms of curriculum, it is clear that the old basics of literacy and numeracy need quite radical redefinition. It may in fact be more appropriate to speak of the new content as 'multi-literacy's', a term coined by the New London Group (Kalantzis *et al.*, 2003:16-19).

If this is then the case, an argument must also be made in favour of moderation and assessment. Assessment and moderation practices should then take cognisance of these above-mentioned changes to the theoretical grounding of curriculum innovation.

There is also acknowledgement that with a shift towards competency teaching, different learning styles and intelligences have to be acknowledged. The question on what learning is must also be addressed (De Koning, 1998:3). Van den Akker (2005:25) argues that there are several persistent dilemmas in curriculum development that cannot be easily resolved, let alone through generic strategies. One of the dilemmas, for example, is how to combine aspirations for large-scale curriculum change and system accountability with the need for local variations and ownership. Alternatives to current assessment procedures are canvassed, and it is argued that a diverse range of techniques is necessary to measure the broad skills and attributes required in the new economy (Kalantzis *et al.*, 2003:16). This means that new quality assurance and moderation processes should also be developed. In the Netherlands there is a shift in many companies towards self-directed learning. The starting impulse for self-directed learning is experience in the concrete working situation. It is not passive learning, since students take responsibility for their own learning (Ratering & Hafkamp, 2000:17). If that is so, then assessment practices and the moderation thereof should be aligned with these new changes in teaching and self-directed learning.

So, what do all these changes in technology, work and community mean for education and eventually quality assurance? The essence of old basics was simply encapsulated within the subject areas of the three 'R s': reading, writing and arithmetic. The contemporary words for these 'old basics' are Literacy and Numeracy. The term, 'new basics' is indicative of a very different approach to knowledge. In the new communication environment the old rules of literacy need to be supplemented. Although spelling remains important, literacy now entails the myriad of different uses in different contexts, for example an e-mail to a friend, a job application and a desktop publication. Traditional assessment techniques are inadequate to measure the kind of skills and sensibilities required in the new economy. Perhaps, most

critically, standardised tests only cater for certain limited kinds of intelligence, neglecting the others, with the implication that only learners who encompass the kind of intelligence catered for in these tests, will thrive. Tests are an excellent measure of a person's ability to do tests, and not much else. New assessment techniques mean redefining what is meant by terms such as competence, ability, capacity and intelligence. It involves changing the measure, from the predictable question-answer format anticipated by standardised tests, to similar or comparable outcomes amongst learners whose life experiences, interests and learning/thinking styles are invariably very different. Although all these changes are accepted as necessary, many countries are still bound by political accountability to high stakes testing (Kalantzis et al., 2003:15, 21-24). How, then, can schools ensure that these skills are incorporated in the curriculum and quality assurance process at school? In the South African most teachers are not equipped to make these changes, as Kalantzis *et al.* advocates.

Research done in nine European countries and California (USA) from 2004 to 2005, showed that a number of countries still tend to have more centralised education systems. In Finland, Sweden and even in Germany the pendulum is swinging slightly back in the direction on centralisation. This is increased by a growing government involvement in teaching and learning (Kuiper *et al.*, 2005:60, 74). The fact cannot be denied that the German results in Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) and other large-scale assessment studies shook the public. Germany, like other European countries, introduced central examinations at the end of upper secondary education, as well as a system of internal evaluation of school-based assessment for model tasks (Thürmann, 2004:106-110).

The debate on the development of a competency-based curriculum is also influenced by the debate on quality assurance. An interesting point in this debate is whether and how challenges of competency development relate to the demands of standardisation. On the one hand, state authorities take a firm stance on issues such as accountability, quality management, standards and assessment. On the other hand, there is a stronger focus than ever on the individual school to take more personal responsibility for its educational as well as organisational matters, with a modest budget for teacher training. The question is posed whether standardisation in Education is a realistic, manageable and desirable solution for the complexity of educational claims. Standardisation itself is often a subject of confusion, because it is an ambiguous concept. Standards can be considered as performance standards or as a definition of desired outcomes or can even be considered as fixing the curricular content. In that respect they are more demanding on the teacher than on the learner (Letschert, 2004:7).

Policy makers show strong interest in international studies and comparative indicators because of the widespread belief that education is an investment necessary for the development of human capital and that there is a direct relationship between how good an education system is in terms of results and how successful the corresponding country is from an economic point of view. Not everyone believes this to be the case, because of the influence of linguistic and cultural factors on the tests. Even if the belief in a common international dimension is accepted, other problems remain. For example, the fact that a given test may be well suited to distinguishing levels of ability amongst individuals within a particular country, while it may prove to be useless to do so in another, thereby blurring the central issue of inequality within countries for which policy stakes may be high in a particular country (Bonnet, 2002:388-399).

Therefore there needs to be a clear distinction between internal and external assessment, the former which again relates to teacher assessment. Although the balance of assessment will inevitably gradually shift from internal to external as students move through stages, there is a strong argument in many countries for moderated teacher assessment being the default approach to assessment. As the effectiveness and reliability of teacher assessment and school self-evaluation increase, capacity is built into the system, and the need for "high stakes" testing can be confined to key points of transition in a narrower range of subjects. Again, the demand for more effective formative assessment will diminish, because this will form an integral part of good teaching (Hopkins, 2005:41).

2.12 TEACHER COMPETENCIES LINKED TO MODERATION PRACTICES

Teacher competencies will determine assessment and moderation practices. The misinformed stakeholder may incorrectly regard teachers' input into School Based Assessment (SBA) as unfair. However, teacher input in guiding students on a continuous basis is necessary and legitimate for SBA. Just as the teacher is expected to provide guidance to the students to ensure that there is a clear understanding of the requirements of the external examination and to optimise student learning for external examination, the same should be done for the SBA component to ensure that the learners achieve optimally (Griffith, 2005:4). SBA must also be moderated, because in Grades 10 and 11 it constitutes 25% of the promotion mark.

The reliability of teacher judgements using the aforementioned approach depends on three conditions: time to make judgements and reflect upon them; internal and external moderation of teacher judgement and a supposition that 'emphasis is placed [by the teachers] on developing criteria and standards that are explicit, well-articulated, well-understood and easily internalised and applied by teachers' Pitman(2002:328). Pitman (2002:328) further

explains that criteria and standards should 'facilitate clear thinking and communication amongst teachers, enhance the comparability and portability of results, and help learners (and their parents) to understand assessment decisions'. This is fundamental to both the translation of the generic set of criteria and standards into task-specific matrices and to their use by teachers in classes.

It had been argued that internal moderation also depends on good teaching practices and teacher's professional knowledge and skills (Stobart, 2003:139). Internationally there is growing interest in the assessment of teacher competence which has been prompted by the demand for quality assurance and for greater recognition of the teaching profession. (Verloop, 1999:n.p.) Educational experts cannot seem to agree on the issue of how to determine whether an teacher is competent, but they are unanimous that competence cannot be determined with the aid of simple checklists to be run through, independently of the work context (like school type, position, curriculum) on the basis of one or two classroom visits (Roelofs, 2006:1). The challenge is how to link teacher knowledge and skills to their quality assurance of assessment. In many countries teachers and administrators alike are often frustrated with the conventional evaluation practices typically used to determine teacher effectiveness (Brandt, 1996:30-33).

Teacher competencies are crucial to effective assessment and moderation practices. Competent teachers will conduct reliable and fair assessment which can be moderated effectively.

In countries such as the United States, linking teacher and school evaluation to learner achievement seems to have strong public and political appeal. This led to a new thinking on teacher evaluation. The New Teacher Assessment and Support Consortium suggests that a teacher should be able to:

- Understand her or his subject matter and relate this to learners
- Adopt teaching strategies that are responsive to different learners
- Employ diverse instructional strategies
- Establish proper assessment tools to measure student development
- Engage in continual curriculum and professional development

(Flowers & Hancock, 2003:162).

These mutually agreed teachers' competencies led to the development of interview protocol for collecting teacher evaluation data. Some interview questions for evaluating teacher performance are:

- Show me how your students are performing relative to their strengths and weaknesses for what you have taught thus far
- How have your students performed on pre-assessments you have administered?
- Show me an example of a written test or other type of assessment that demonstrates how you are addressing learning styles and higher order thinking skills

It is important that the components of the interview and scoring rubric focus on the teachers' pre- and post-assessment to plan instruction (Flowers & Hancock, 2003:164).

There is no generally accepted definition of the concept of competence. On the basis of a study of dozens of definitions of competence, a definition that captures most of the important authors reads as follows:

"competence is the ability of a person or organisation to achieve particular levels of performance"

(Roelofs & Sanders, 2004:2).

Kane (1992:527-531) argues that competence can hardly be proven. More likely, an interpretive argument about teacher competence can be at best plausible. For example, assessors judging the quality of instruction may interpret student's results in terms of the way teachers make decisions when giving instruction, how they act, and what the consequences are for students within a specific classroom environment (Roelofs & Sanders, 2004:11).

Methods for measuring teacher competence may be distinguished by different aspects which together encompass a range of possible instruments. We can distinguish the following descriptive characteristics:

- The authenticity of the measuring situation (actual, created, symbolised)
- The type of data collection employed
- Those involved in data collection (teachers, colleagues, students, supervisors)
- Those involved in the assessment (teachers themselves, colleagues, external experts)

(Roelofs, 2006:4).

In August 2003 the Education Labour Relation Council (ELRC) of South Africa signed a collective agreement with teacher labour unions on an Integrated Quality Management System (IQMS) for teachers (ELRC, 2003:1-2). This quality assurance programme is aimed at enhancing and monitoring performance in the education system. It consists of three programmes. These are:

- Developmental Appraisal
 - Performance management
 - Whole School evaluation
- (WCED, 2004:1).

The purpose of Developmental Appraisal is to appraise individual educators in a transparent manner, determining areas of strengths and weakness. The purpose of Whole School Evaluation is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning (ELRC, 2003:3-4). The IQMS consists out of 12 performance standards, allocated as follows:

- Standards 1 to 7 are applicable to all Level 1 teachers
- Standards 1 to 10 are applicable to Head of Departments (HODs)
- Standards 1 to 12 are applicable to Deputy Principals and Principals

(WCED, 2004:21).

Most teachers are functioning as Level 1 teachers, so Performance Standards 1 to 7 will be applicable to them (ELRC, 2003:4).

Performance Standard 3 refers to lesson planning, preparation and presentation. In Performance Standard 4, learner assessment by the teacher is addressed and measured by the following criteria:

- Feedback to learners
- Knowledge of assessment techniques
- Application of techniques
- Record keeping.

Teachers are then rated according to the following rating scale:

TABLE 2.8: RATING SCALE IQMS (SOUTH AFRICA)

RATING	PERFORMANCE LEVEL
1	Unacceptable
2	Satisfies minimum expectations
3	Good

4	Outstanding
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(WCED, 2004:20)

Neither in Performance Standard 3, nor in 4, is the important question of internal moderation of assessment addressed. Assessment in Performance Standard 4 is more related to assessment techniques and vaguely addresses the quality assurance part of the assessment. Unlike the EduProf Instrument, the IQMS instrument is linked to a checklist. A range of possible instruments will be more suitable for assessing teachers' assessment and moderation competence.

Performance Standard 12, which relates to the school principal, includes Project Management as one of the criteria, where one could argue that an internal moderation policy can be effectively rolled out, but it still remains on a management level (WCED, 2006b:49). It also indicates that there is a challenge in terms of moderation systems in schools.

2.13 BARRIERS TO LEARNING INFLUENCE ASSESSMENT

Often learners are faced with challenges in the learning process, which is a result of a broad range of experiences in the classroom, at school, at home, in the community, and/or disability. The report of the joint National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Support Services (NCSS, 1997) refers to these challenges as 'barriers to learning and development'. These barriers may include: socio-economic aspects (such as the lack of access to basic services, poverty and under-development), factors that place learners at risk, for example, physical, emotional, and sexual abuse, political violence, HIV/AIDS epidemic, attitudes, an inflexible curriculum at schools and language and communication (DoE, 2008c:12).

Learning disabilities should also be addressed in moderation processes and systems. Many scholars believe that performance-based (curriculum-based, standards-referenced) measures are easily interpretable and the best way to go. Some are certain that the traditional norm-referenced achievement tests do not match the curriculum and are therefore inappropriate to measure a student's actual achievement. They state that most curricula are so poorly defined and unstructured that they defy analysis – they cannot meet the curriculum-based criterion (Spicuzza *et al.*, 2001:521-542). South Africa countersigned the Salamanca protocol, aligning education with the principle of inclusiveness. Learners with special needs must follow all the outcomes and assessment standards as specified in the NCS Subjects Statements. However, didactical and practical adaptations may be done by teachers who offer these subjects with the aim of enabling learners with special needs, as

contemplated in White Paper 6 on Inclusive Education (Government Gazette, 2006a:7). White Paper 6 acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV/Aids or other infectious diseases. One of the most significant barriers to learning for learners in special and 'ordinary' schools is the curriculum. In this case barriers to learning arise from different aspects of the curriculum, for example, the language or medium of instruction; how the classroom or lecture is organised and managed; the methods and processes used in teaching; the pace of teaching and the time available to complete the curriculum; the learning materials and equipment that is used and the way in which learning is assessed. Classroom teachers will be the primary resource for achieving the goals of an inclusive education and training system. This means that teachers will need to improve their skills and knowledge, and develop new ones. Accordingly, new curriculum and assessment initiatives will be required to focus on the inclusion of the full range of diverse learning needs (Government Gazette, 2006a:10-20, 31) Moderation practices should include adapted and alternative assessment of learners.

2.14 DIFFERENT ASSESSMENT AND MODERATION MODELS

In 1998 Banks (1998:21-34) developed a Multi-cultural Curriculum Integration model, consisting out of four levels, of which Level 4 is the Social Action Approach Level. In this level students make decisions on important social issues and take action to help solve some of the social obstacles and injustices in their school, community and society. His study suggests that even teachers who are highly conscious of race, culture, gender and ethnicity may find it difficult to reach the highest level of Bank's model, the Social Action Approach (Milner, 2005:397-399). Without fairness in terms of access to resources and the curriculum, it is hard to imagine how fair assessment can be conducted. Cumming (2000: 4) raises the following two key questions regarding fair assessment:

- When setting standards and test content, are we really sure this is the knowledge we need?
- Are we really privileging certain knowledge to maintain a dominant culture and in doing so ensuring perpetuation of ourselves, as people who have succeeded in the formal educational culture to date?

Those responsible for assessment and moderation systems have to look for manageable and valid ways of meeting diversity (Stobart, 2005:283). Historically disenfranchised communities argued that textbooks and other sources of curriculum were too often culturally irrelevant to students of colour, and inaccessible to students of non-English language backgrounds (Sleeter & Stillman, 2005:30). Kliebard (1995:250) argues that curriculum, in

any time and place, becomes the site of a battleground where the fight is about whose values and beliefs will achieve the legitimacy and respect that acceptance into the national discourse provides. Bernstein (1975:88-89) uses a theory of codes of power in the curriculum. He suggests that codes of power can be uncovered by examining how the curriculum is classified and framed. Classification refers to the degree to which curriculum content is separated and bounded. Where classification is strong, content is well insulated from each other by strong boundaries. Frame refers to the degree of control that the teacher and pupil possess over selection, organisation, pacing and timing of the knowledge transmitted and received within the pedagogical relationship. Strong framing suggests teachers and pupils learn to work within a set of received knowledge and thus assess a standardised curriculum with pre-determined standards.

Since the 1980's researchers have come to considerable consensus about the most helpful instructional principles and processes, emphasising the importance of contextualised rather than skill-driven instruction, and the connections between thinking, language, values, culture and identity. One could add assessment. Research also reveals that second-language learners must build their academic skills on everyday life experiences and family-based knowledge (Sleeter & Stillman, 2005:30). One of the principles of the National Curriculum Statement in South Africa focuses on valuing indigenous knowledge systems (DoE, 2003:2-7).

Another issue raised in the United States is the possible conflict of place-based education versus a standards-based curriculum. A place-based curriculum was traditionally a feature of rural schools, mostly in part of necessity. The federal government demands a greater focus on and accountability for a curriculum that is designed for all students, with a local focus that will wither. Concerns about how standards are measured focus on the accountability aspects of standards-based reforms. Educationists fear that standards and their accompanying tests may diminish incentives for teachers to teach content that is not tested and encourage direct instruction over experiential or student-centred learning opportunities that make use of local settings. Teachers agree that place-based tasks are often great ways for community people to feel good about school and to feel valued by teachers and other stakeholders (Jennings *et al.* 2005:44, 50, 58). Place-based tasks will have an impact on assessment and moderation.

2.15 SCHOOL OR SITE-BASED ASSESSMENT

According to Hill and Tak-wing (2006:1-10), school-based assessment has been adopted by almost all major examination bodies to improve the quality of teaching, learning and assessment. The main reason, according to them, for introducing school-based assessment

is, firstly to improve the validity of assessments and secondly, to improve the reliability of assessment.

The inclusion of a greater range of learning outcomes and assessment standards (South Africa FET from 2006) in assessment is an important issue. School-based assessment (SBA) can include practical and performance assessment that cannot easily be included in external assessments, such as examinations and standardised tests. A key component of successful school-based assessment is teacher expertise. We can distinguish between two types of expertise, to obtain good information of student learning and making good judgements of student competence (Maxwell, 2006:2) School-based assessment can be more broadly defined as assessment that is conducted by the teacher in the classroom. It is sometimes referred to as internal assessment, coursework or continuous assessment (CASS). Lusby (2004:2-9) argues that for many teachers, internal assessment has been solely an assessment of those skills that the external examination does not cover, but it is now more widely accepted that internal assessment for qualifications can include an even broader range of learning outcomes.

If school-based assessment is to play a less subservient role, then the quality of those assessments needs to be managed. How much quality management or internal moderation is needed? That will depend on whether the assessments involve high or low stakes. The higher the stakes, the greater the need for confidence in the outcomes and therefore the stronger quality management needs to take place. 'High-stakes' refers to situations where the consequences of the assessment can be considered serious for the learners, school and examination body. Moderation systems can differ in style and complexity.

TABLE 2.9: COMPLEXITY OF MODERATION SYSTEMS

STRONG CONTROL; HIGH-STAKES	WEAK CONTROL; LOW STAKES
External moderator	Assessor meetings: # Internal moderator
External moderation panels	Assessor partnerships # Cluster moderation

South African Scenario

Strong control is necessary where assessment involves high stakes. Weak control equals low stakes (Maxwell, 2006:3-5).

In many educational assessment authorities across the world, decisions about the standard of students' performance are made by teachers, either of their own students as 'teachers as assessors', or of the work of other teachers' students as 'teachers as moderators'. This –

termed 'teacher-based' assessment - is an important characteristic of the assessment system. That these assessment systems are very much teacher-based should be acknowledged and valued. These systems will build the curriculum and assessment capacities of teachers and, in doing so, improve teaching and learning (Mercurio, 2006:14). Although teachers inevitably have a role in any assessment, the term 'assessment' by teachers is used for assessment where professional judgement of teachers has a significant role in drawing inferences and making judgements of evidence as well as in gathering evidence for assessment (EPPI Protocol, 2004:3).

2.16 SCHOOL-BASED ASSESSMENT (SBA) OR CONTINUOUS ASSESSMENT (CASS) IN SOUTH AFRICA

SBA in the FET Band comprises 25% of the final promotion mark. Within all the change teachers faced, SBA or CASS was considered by many as a technical solution to the educational problem of having one examination. Teachers see this as an extra control. Instead of empowering teachers and learners, complex new assessment requirements may alienate them and have damaging consequences (Idi education, 2002:1). Many teachers' attitudes to assessment are still influenced by the Apartheid era's emphasis on rote learning of set texts, examinations and leading "ignorant" children to redemption. In many cases assessment policy is unclear, partly due to weak organisation of the national education ministry. South Africa has potential to promote SBA/CASS, transform the education system and empower teachers by challenging the current attitudes of in-service trainers towards assessment. One must ensure that information about SBA distinguishes between the formal and informal purpose and does not over-emphasise the former (Pryor & Lubisi, 2001:673-686).

So SBA or CASS was introduced at a time when:

- a thirty year old curriculum defined in terms of old examination question papers was still being taught
- teacher performance was more and more judged against the success of learners in an examination set on an ever narrowing curriculum
- a new curriculum was about to be introduced in Grade 12
- using criteria that make significantly greater demands on Science teachers
- in a way that can be regarded as undermining its importance since the results
 - only contribute 25% to the final result

- are moderated statistically against the final examination

In addition the implementation and administration of the associated processes are largely the responsibility of teachers and school management. In state schools there is at least a district structure that can provide local support at all grade levels (Long, 2006:3).

School-based assessment offers many benefits in comparison with external tests and examinations. These benefits include attention to a greater range of important learning outcomes, greater integration of formative feedback for improvement and generating a performance profile over time, rather than on a single occasion. These benefits are in agreement with current understanding of human learning and with anticipated future demands on people and economies. A critical issue is how to establish confidence in school-based assessments. Greater confidence, and therefore stronger quality management, is needed for higher-stakes assessment. A key component of successful school-based assessment is teacher expertise. Two kinds of expertise are involved: obtaining good information on student learning (using good assessment procedures) and making good judgments (applying relevant performance standards). In-service educational programmes for teachers are essential and exemplars of good practice can be useful, as well as self-monitoring (quality assurance) processes. However, for high-stakes assessment, some form of external quality control (moderation processes) is essential (Maxwell, 2006:2-3). The support questions of the research question relate to this.

The inclusion of a greater range of learning outcomes in assessment is an important issue. SBA can include practical and performance assessments (e.g. projects, designs and presentations) that cannot be included in external assessments, because it is too time-consuming or context-dependent. There can be a more deliberate match between learning expectations, learning support (teaching) and assessment. This does not mean that there needs to be a contest between school-based and external assessment. There can be complementary roles for each, since both can deliver different benefits. Greater validity can be expected of school-based assessments (SBA) and greater reliability of external assessments — though these benefits are possibilities, rather than certainties. Bad practice negates any benefits. There is also the issue of which takes precedence, SBA or external assessments, where both are practiced. Typically, external tests take precedence because they are more 'trusted'. The question is how to develop more trust in school-based assessments. Essentially, if school-based assessment is to play a less subservient role, then the quality of those assessments needs to be managed. But how much quality management is needed? That depends on whether the assessments involve high or low stakes. The higher the stakes, the greater the need for confidence in the outcomes and therefore the

stronger quality management is needed (Maxwell, 2006:4). A key component of successful school-based assessment is teacher expertise (Griffith, 2005:11).

Despite the challenges confronting the implementation of SBA in South Africa, which are similar to those experienced in other parts of the world, the compulsory inclusion of SBA as part of the final assessment leading to the Senior Certificate was made mandatory by a former Minister of Education in 2001. This was a bold step given the disparities in the system and the capacity of teachers to implement this new approach. The overriding motivation for the inclusion of SBA was the need to use continuous assessment to promote the culture of teaching and learning in schools. There was a concern about the reliability of the marks awarded to learners at schools and, given the size of the system, it was not possible to establish effective internal moderation systems at provincial level. Therefore, Umalusi adopted a model of statistical moderation where the CASS/ SBA marks are adjusted within a certain range of the adjusted examination marks. Reflecting on the last five years of SBA implementation at Grade 12 level, it can be concluded that the decision made in 2001, has moved the system forward. Unfortunately this is only done for Grade 12, the exit year.

Jointly, the SBA and NCS offer South Africa a vision of assessment that might just be able to provide a way out of the cycle of an ever narrowing curriculum defined by old examination question papers leading to less learning but ever better results (Long, 2006:7). Quality assurance through internal moderation for Grade 10 and 11 learners is currently the only way of ensuring appropriate assessment in schools. New NCS FET subjects, such as Tourism, started out with no clear guidance on different forms of assessment within the SBA/CASS component. Neither is the new format of the 75% examinations internalised by teachers. The new NCS FET examination with prescribed cognitive levels challenges teachers who are mostly not trained for these new subjects. Internal moderation systems at site or school levels must provide these necessary quality assurance and development of teachers. Strong internal accountability systems enable a school to respond positively to standards-based reformation programmes, but schools whose internal systems are weak are unable to respond. The majority of schools fall into the latter category, and the key to improving their ability to respond is capacity building, aimed at aligning and strengthening internal accountability systems (Taylor, 2006:4).

Although the international debate focuses on summative or formative assessments, high or low stakes assessment, there are other factors that impact on quality assurance and moderation processes. Umalusi quality assurance requirements can give direction.

2.17 QUALITY ASSURANCE IN SOUTH AFRICA BY UMALUSI

Umalusi is the statutory body that assures quality in the assessment instruments and processes of all examining bodies assessing the senior certificate. Umalusi Council sets and monitors standards for general and further education and training in South Africa in accordance with the General and Further Education and Training Quality Assurance Act, 2001 (Government Gazette, 2001:7-8). Umalusi has the task of maintaining standards and has implemented measures to ensure that SBA is valid, reliable and fair. Monitoring and moderation of SBA is a new experience for the vast majority of South African teachers, school managers and even educational officials. As most of the monitoring and moderation is under the direct control of these teachers, Umalusi requires examining bodies to conduct processes that monitor the moderation processes. Umalusi uses a sampling process to monitor implementation of these processes by examining bodies. In addition, Umalusi has put the statistical adjustment of SBA results against Senior Certificate examination averages in place, to ensure that SBA results are not significantly out of line with the achievements of candidates in the external examination (Long, 2006:3).

Umalusi has the responsibility to assure quality in all exit examinations within the General and Further Education and Training band across the three sectors: Schools, Adult Education and Training and Vocational Education and Training. Umalusi uses examinations as the focal point of its quality assurance of assessment in this band. Quality assurance processes are deployed to ensure the maintenance and improvement of the standard of examinations. Examinations consist of two components, one which is external and the other one internal. Marks for these components are presented separately, but are combined to form the final mark for certification purposes. Umalusi's quality assurance processes are used to assure quality in both components of the examinations. Internal assessment is set, marked and graded at site level. This makes it absolutely necessary for Umalusi to apply measures to standardise internal assessment to ensure uniform standards in this component of the examination. In order to standardise internal assessment, Umalusi determined certain directives. These directives include defining the composition of internal assessment; the respective responsibilities of key role players; presentation of internal assessment, as well as moderation procedures. Internal assessment forms part of the final mark of exit examinations in Schools, Adult Education and Training as well as Vocational Education and Training. The aim of internal assessment is twofold: to offer learners an alternative chance to demonstrate their competence and to assess those skills that cannot be accessed via traditional examinations. Umalusi has the statutory responsibility to issue directives for internal assessment, which lead to the following qualifications in the General and Further Education and Training bands:

- General Education and Training Certificate for Adults
- National Senior Certificate
- National Senior Certificate Vocational and Colleges (Umalusi, 2006:29-30).

Umalusi refers in their literature to internal moderation as moderation done by the provincial departments, whilst internal school moderation is referred to as site moderation. In this thesis, reference will be made to internal moderation as moderation at school or "site" level.

The National Department of Education (DoE) is responsible for developing subject guidelines for internal assessment and the monitoring of assessment. Provincial departments of Education are responsible to:

- Appoint suitable personnel to monitor the implementation of internal assessment
- Train all personnel involved in the implementation of internal assessment
- Moderate internal assessment before submitting it for external moderation
- Presenting internal assessment for external moderation by Umalusi
- Dealing with irregularities in internal assessment
- Present internal assessment scores for standardisation by Umalusi
- Ensure that the internal moderator provides written comments on all prescribed tasks to ensure adherence to policy and Umalusi requirements
- Ensure that the internal moderator signs off final drafts of tasks
- Ensure that the internal moderator checks the model answers, mark schemes and rubrics
- Ensure that the internal moderator moderates a sample of portfolios that will be submitted for external moderation;
- Ensure that moderators at site level meet the standardisation requirements;
- Ensure that the internal moderator submits a written report to the external moderator (Umalusi, 2006:33-34).

Requirements for internal school moderation (Umalusi refers to site moderation) are:

- Each school (site) must appoint a moderator for each subject
- Each moderator must moderate, mark and grade tasks at centre level

The school (site) must appoint an internal examiner/assessor or panel of internal examiners/assessors for each subject to:

- Set tasks and task specifications in line with subject guidelines
- Assist with the moderation of learners' work
- Submit learners' work for internal moderation
- Submit a written report to the internal moderator

(Umalusi, 2006:35).

These requirements will be discussed in more detail in Chapter 3 when the construction of the questionnaire will be discussed.

In the Western Cape Province a moderation protocol was issued in 2002 to structure and manage moderation. Unfortunately this protocol is now outdated and not in line with the NCS or the Curriculum and Assessment Policy (CAPS). This protocol addressed internal moderation, especially for Grades 10 and 11 that are not externally moderated by the provincial Education departments and Umalusi (WCED, 2002:6-7).

There are also some challenges for Umalusi. The system prescribes standards and adherence to it. The Minister of Education has the power to determine norms, while Umalusi controlled the norms. Examination controls the curriculum. The Department of Labour and the SETAs also determine quality (Umalusi, 2004b:1). Therefore Umalusi has to accommodate four stakeholders in planning quality assurance.

There are also problems and challenges with regard to the working practices of Umalusi.

- The moderators did not visit the marking centre in 2008 to ascertain whether the memorandums were interpreted correctly.
- Umalusi only concentrates on Grade 12 subjects – very little or no attention is given to the quality of Grades 10 and 11.
- With a subject like Tourism, the Practical Assessment Task (PAT) was not moderated by them. Schools and provinces could have changed the national task as they wished and thereby inflated the results.

2.18 THE ONGOING DEBATE

The educational debate in the Netherlands is a public debate, as it is in Scotland. In the last two decades curriculum content in Dutch education has been re-arranged into a limited number of new programmes. Learners are expected to study more independently and are encouraged to take increased responsibility for their studies. Although none of these reforms led to structural changes in the educational system, consultations with the majority of Dutch

secondary school principals and teachers have initiated an ongoing debate about the current system of national examinations. Cito conducted a scenario study to explore the different perspectives on the examination system. They found that, apart from being objective, standardised measurements, tests and examinations are also 'rites of passage', with strong traditional, emotional and ritual aspects. Computer-based assessments, although very efficient, could affect the ritual value of the examination. On the other hand, the ideologists of the new learning are convinced that the current Dutch educational system is outdated. They are convinced that competencies, such as the retrieval and processing of knowledge, collaborative skills and learning to learn are more appropriate goals for 21st century education than rapidly aging knowledge (Hermans, 2006:1-4).

According to Alaba (2005:4) traditional schools had over emphasised the assessment of logical-mathematical and verbal-linguistic abilities, without considering other abilities as part of the assessment process. The message that is continuously sent to students is that only certain dimensions of learning are important. As different abilities and skills are being identified and increasingly valued in schools, assessment should also include assessment of the various abilities and skills to a greater extent. This led to a shift towards a concept of "multidimensional assessment", which means that evaluation of students should be based on a broader concept of intelligence, ability, and learning. Not only will logical and verbal abilities continue to be assessed, but assessment will also include visual, auditory, kinaesthetic, intra-personal and inter-personal abilities.

African countries, such as Nigeria, also revised their assessment policies in 1998, moving away from the predominant focus on examinations and more towards continuous assessment, as part of the new assessment strategy. Written examinations overshadowed other forms of assessment. The teacher in the African context must therefore learn how to conduct classroom assessment of the learner's performance for effective learning. They must also learn how to tailor teaching practices in order to prepare students to meet the content and assessment requirements, that align quite well with the external examination, but which are alien to his classroom environment (Hassan, 2005:3-4).

Alternative forms of assessment require knowledge and skills which most teachers in the developing world did not have the opportunity to learn. Part of the problem with more traditional assessment tasks, was its misinterpretation and misuse, not only by the schools, but also by the public. Teachers should work together to clarify the learning goals of their instruction as it relates to the learning vision of the society and review their assessment practices to ensure that they reflect the intended learner outcomes (Alaba, 2005:5). Previous assessment practices referred to were fraught with problems, some of which include the following:

- The assessment was usually restricted to only one (cognitive) of several aspects of learners' behaviour
 - It often proved to be a threat to the learner, the teacher and the curriculum innovators
 - It seldom encouraged innovativeness and creativity in the teacher and the learner
 - It often promoted poor study habits on the part of learners
 - Results of examinations were hardly communicated to the learner in any meaningful manner
- (Hassan: 2005:5).

Evidence has shown that in dysfunctional schools the combination of SBA and support has no effect. The fundamental conditions conducive to effective learning do not exist in the majority of schools in South Africa. Such schools are impervious to any combination of SBA pressure and capacity building tried thus far (See CIPO model – context). These schools need something else and the international literature indicates that what is required is organisational development. Fundamental issues such as removing ineffective school principals, mediating conflict, ensuring quality and building administrative capacity, require attention before any learning is possible. Quality assurance processes and the specific, internal school moderation of assessment, must receive attention. Government has signalled its intention to move into this area, but this is an enormous task, given the weak state of the educational bureaucracy at all levels of the system (Taylor, 2006:19).

The debate is also continuing in South Africa. In September 2009 a review committee which was established by the Minister of Basic Education, issued a report on curriculum reformation (DBE, 2009a:1-5; DBE, 2009b:1-8). In April 2010 the review committee tabled their final report. It became clear that there is a shift to focus more on content in future in FET subjects (DBE, 2010a:1-4). Task teams were set up per subject to revisit the outcomes, assessment standards and content. By July 2011 this process should be concluded. (DBE, 2010b:5-8; DBE,2011a: 1-2). In September 2010 the final drafts of the Curriculum and Assessment Policy Statements (CAPS) were released for comments. Content, in this case Tourism, has been re-packaged and more focus placed on tasks such as tests and examinations (DBE, 2010d:1-24). The CAPS will be implemented in 2012 from grade10.

In March 2010 a Green Paper on the Integrated Assessment System for Quality Basic Education in South Africa was issued. The Green paper alluded to a need to improve the quality of education and encourage learners to achieve excellence so that most have a fair opportunity to achieve recognised and measurable learning outcomes. The Ministry of Basic Education in South Africa has put measures in place to meet and surpass the pre-

determined international targets. This green paper on Integrated Assessment System (IAS) is one of such key levers to advance the frontiers of quality basic education for the good of all. The Green Paper stated that although external examinations have been successfully implemented, there is a need to ensure that there is an alignment between the external examinations and the school-based assessment. The standards of these two assessments are significantly different and hence, candidates at school are presented with false expectations based on their attainments in the SBA (DBE, 2010c:4-5).

2.19 CONCLUSION

International literature is clear about the utmost importance of moderation, as part of quality assurance in schools, in order to improve curriculum delivery and of course the assessment. Reference was made to several findings on the quality assurance and moderation processes in the literature study in this chapter. In a number of cases, there were reports on tested and successful processes. It is therefore appropriate to list some of these examples of good practice and process here and to incorporate them into the proposed questionnaire as well.

In Scotland schools are responsible for the internal moderation of their internal assessments. It is important that schools should ensure that internal assessments and estimates are made in a consistent manner. It will therefore entail initial planning of the moderation process that will take place within the school over an academic year.

The example of the Dutch system can also be referred to. The Quality Monitor has been developed for a specific reason. It guides the examining bodies to evaluate the ROCs, and to ascertain on which level they are in terms of different components of the examination processes. In this context, examining bodies refer to schools and institutes in the Netherlands. The Quality Monitor considers components of examinations such as relevant documentation, lay-out of papers, test construction, use of expertise in the process, test procedures and writing of tests, which lead to a quality report of the whole examination process.

Principles of Stobart (2005:279) with regard to diverse and multi-cultural societies are also important to include in a questionnaire.

These over-arching principles, as indicated from other countries and institutions will be used to construct the questionnaire to determine how schools adhere to these principles of quality assurance. In the next chapter these principles and practices, together with the South African practices, will be incorporated in the construction of the questionnaire. A summary of the important findings of the literature review can be found in 3.3 of chapter 3.

CHAPTER 3

REVIEWING THE COMPETENCE OF TOURISM TEACHERS IN TERMS OF INTERNAL MODERATION

3.1 INTRODUCTION

The purpose of this chapter is to determine the level on which Tourism teachers implement quality assurance practices in their assessment for Grades 10-11 tasks. The research question: 'How Internal Moderation of assessment in Tourism, Grades 10-11, must be structured to adhere to accepted International and NCS standards of Quality Assurance?' will be quantified and qualified in this chapter, by making use of questionnaires.

The researcher was confronted to obtain research results which best could satisfy the research question. It was decided to use two questionnaires for the sample schools. For these schools that came from diverse backgrounds with different resources, poverty levels, qualified teachers and LTSM, questionnaires were the best suited research instruments. The researcher also needed to know whether the designed quality assurance instruments had an impact on the schools. Therefore the research was combined with a piece of action research in chapter 6. This was done to strengthen the findings of the research.

A formal standardised questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or a school. A questionnaire is said to be standardised when each respondent is to be exposed to the same questions and the same system of coding responses (Siniscalco and Auriat,2005:3).

The aim here is to try to ensure that differences in responses to questions can be interpreted as reflecting differences among respondents, rather than differences in the processes that produced the answers. Standardised questionnaires are often used in the field of educational planning to collect information about various aspects of school systems. The main way of collecting this information is by asking people questions – either through oral interviews (face to face or telephone), or by self-administered questionnaires, or by using some combination of these two methods (Siniscalco and Auriat,2005:3-10).

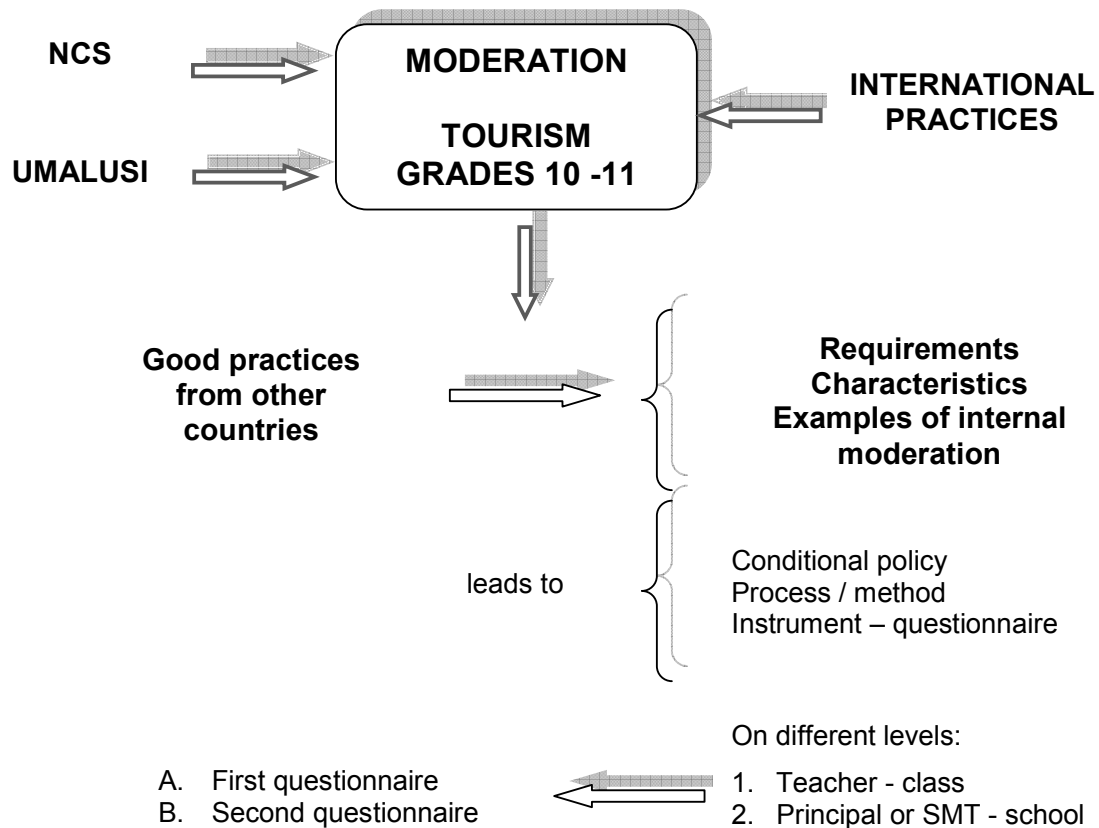
In designing the teachers' questionnaire, a two tier process was used. Firstly, current policy and guideline documents, as described in Chapter 1.6, were used in the design process. Secondly, the critical aspects from international practices in quality assurance and moderation, as described in Chapter 2, were infused.

The *supporting questions* (see Chapter 1), as listed below, will be used to set a questionnaire on internal moderation processes:

- What quality assurance processes are available in schools?
- Do schools implement a quality assurance process?
- What is the schools' understanding of internal moderation as part of Quality Assurance within the curriculum?
- In which ways do schools comply with FET NCS assessment and moderation requirements?
- Do quality assurance practices ensure that learning and thinking skills are developed?
- How does internal moderation of assessment form part of the quality assurance process?
- To what extent does moderation of assessment occur?
- Are moderation instruments available?
- What is the quality of these instruments? Does it moderate SBA tasks and internal examinations?
- What must a common moderation instrument look like?

These supporting questions to the research question form the basis for the formulation of the questionnaire. In this questionnaire, however, the supporting questions are not formulated as above, but the terminology used is rather aimed at the teachers' field of reference and corresponds with the terminology used in DoE policy documents.

The structure of this chapter can be diagrammatically illustrated as follows:



The above illustration shows that the questionnaire will be constructed from NCS and Umalusi moderation principles, as already indicated. Where applicable, international practices, as indicated in Chapter 2, will be included in the compilation of the questionnaire.

Before commencing with the formulation of a questionnaire, one should first look at the requirements of the national curriculum, as outlined in the National Curriculum Statement (NCS). The NCS is supported on FET level by a number of supporting documents. Assessment documents will mainly be used for studying and setting this questionnaire. The Subject Assessment Guidelines (SAG), referred to in Chapter 1 (Table 1.2), is the main source for the assessment directives.

3.2 CURRENT NATIONAL POLICY AND GUIDELINE DOCUMENTATION

3.2.1 National Policy: Assessment in the NCS

Assessment within the National Curriculum Statement (NCS) is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal Programme of Assessment (PoA) for the whole year. The informal daily assessment and the formal Programme of Assessment should be used jointly to monitor

learner progress through the school year. The informal daily assessment will be more formative, while the formal assessment tasks in the PoA will be summative. Informal daily assessment does not form part of the PoA. Informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners

School based assessment (SBA) involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-11, continuous assessment comprises two different, but related activities: informal daily assessment and a formal Programme of Assessment (POA).

In Grades 10 and 11 all assessment of the National Curriculum Statement is managed on an internal level. In Grade 12 the formal Programme of Assessment, which contributes 25% to the final SBA mark, is set and marked internally, but moderated on an external level. The remaining 75% of the final mark for certification in Grade 12 is set, marked and moderated externally. Therefore quality assurance in these grades in the form of internal moderation is non-existent in many schools.

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can include question and answer sessions; short assessment tasks completed by individuals, pairs or groups during the lesson; or homework exercises. Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer-assessment and group-assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance (Government Gazette, 2006b:9-10). The results of the informal daily assessment tasks are not formally recorded, unless the teacher prefers to do so. In such instances, a simple checklist is used to record this assessment. However, teachers must use the learners' performances in these assessment tasks to provide verbal or written feedback to learners, the school management team (SMT) and parents. This is particularly important if barriers to learning or poor levels of participation are encountered. The results of these assessment tasks are not taken into account for promotion and certification purposes. The marks allocated to assessment tasks completed during the school year will contributed 25%

towards the final mark, while the end-of-year examination mark will equate to 75% of the total mark (DoE, 2008b:8).

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and school management teams. These marks will determine whether the learners in Grades 10 and 11 will be promoted.

The requirements for the formal Programme of Assessment for all Grades 10 and 11 subjects are summarised in Table 3.1. The teacher must provide the Programme of Assessment to the subject head and school management team before the school year commences. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan must be provided to learners and parents in the first week of the first term.

When formulating a questionnaire, some of the questions therefore have to ascertain whether the Tourism teachers understand the above-mentioned assessment policy for their subject.

TABLE 3.1: NUMBER OF ASSESSMENT TASKS WHICH EQUATES TO THE PROGRAMME OF ASSESSMENT FOR SUBJECTS IN GRADES 10 AND 11 - GENERAL

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		4	4*	4	4*	16
Language 2: Choice of Home Language or First Additional Language	Home Language	4	4*	4	4*	16
	First Additional Language	4	4*	4	4*	16
Life Orientation		1	1*	1	2*	5
Mathematics or Mathematical Literacy		2	2*	2	2*	8
Subject choice 1		2	2*	2	1*	7
Subject choice 2		2	2*	2	1*	7
Subject choice 3		2	2*	2	1*	7

Note: * Tourism will be one of the subjects in subject choice 1 to 3. The asterisk (*) indicates that one of the two tasks in the Term 2 must be an examination. The task in Term 4 has to be an examination (DoE, 2008b:4).

Refer to Table 3.1. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Table 4 of this chapter. They should be carefully designed and weighted to cover all the learning outcomes of the subject. Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests

should be written in the first and third terms of the year. The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to do research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. Care should be taken to ensure that learners cover a variety of assessment forms in the two grades.

3.2.2 Programme of Assessment in Grades 10 and 11 Tourism

The Programme of Assessment for Tourism in Grades 10 and 11, as indicated in Table 3.2, comprises seven tasks which are internally assessed. The six tasks which are completed during the school year equate to 25% of the total mark for Tourism. The seventh task is the end-of-year assessment component which includes two parts: a practical assessment task (PAT) and a written theory paper. Jointly, these two parts equate to the remaining 75%. The weighting of the tasks for Tourism Grades 10 and 11 is set out in Table 3.2:

TABLE 3.2: TOURISM PROGRAMME OF ASSESSMENT IN TOURISM GRADES 10-11

PROGRAMME OF ASSESSMENT (400 marks)		
ASSESSMENT TASKS	END-OF-YEAR ASSESSMENT	
25% (100 marks)	75% (300 marks)	
<ul style="list-style-type: none"> • 2 tests • 1 examination (mid-year) • 3 other tasks 	PAT	EXAM PAPER
	25% (100 marks)	50% (200 marks)
	Integrated practical design and making project to cover all four outcomes	Written examination – to cover all four outcomes

(DoE, 2008b:8)

The calculations in Table 3.3 are for the report card marks for the first three terms.

TABLE 3.3: SUGGESTED WEIGHTING FOR PROGRAMME OF ASSESSMENT FOR GRADE 10 AND 11 IN TOURISM

ANNUAL ASSESSMENT PLAN		
TERM 1	TERM 2	TERM 3
Task 1	Task 3	Task 5
Other task 50	Other task 50	Exam / or Test
Task 2	Task 4	Task 6
Test 50	Mid-year examination	Other task 50
	- Grade 10 (100)	
	- Grade 11 (150)	

Task 7.1 PAT phase 1 (50 marks)	Task 7.1 PAT phase 2 (50 marks)	Task 7.1 PAT phase 3 (50 marks)
-------------------------------------------	-------------------------------------------	-------------------------------------------

(DoE, 2008b:8)

Table 3.3 indicates the SBA for the year, in other words, the 6 SBA tasks for the year, as well as the PAT. Table 3.4 illustrates how the SBA and the PAT are used to determine the final promotion mark in Grades 10 and 11.

TABLE 3.4: CALCULATION OF THE FINAL PROMOTION MARK FOR THE END OF YEAR

PROGRAMME OF ASSESSMENT (400 MARKS)		
Assessment Tasks (25%)	End-of-year Assessment (75%)	
Tasks 1-6	Task 7.1	Task 7.2
Test first term 50	Practical Assessment task PAT phase 1 50 PAT phase 2 50 PAT phase 3 50 Convert to 100	Written exam 200
Test third term 50		
Mid-year examination 100		
Other task first term 50		
Other task second term 50		
Other task (examination) third term 50		
Convert to 100		
100	100	200
Total mark: 100 + 100 + 200 = 400		

(DoE, 2008b:8-9)

The information, as illustrated in Tables 3.2 to 3.4 is policy. This information must be used by the teacher to design his / her own assessment programme. The teacher will be able to shift the tasks within his / her assessment programme, but all the prescribed formal tasks must be completed. The teacher's PoA must be included in the teacher's file:

- a content page
- the formal Programme of Assessment
- the requirements of each of the assessment tasks
- the tools used for assessment for each task
- and record sheets for each class

(DoE, 2009b:3).

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism, such as written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment by means of a formal reporting tool. This report card must indicate the national rating scale, as indicated in Table 3.5. This includes the rating code for Tourism, rating and the specific percentage achieved for the subject.

TABLE 3.5: NATIONAL RATING SCALE

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

(DoE, 2005a:14)

Moderation Levels

Introduction:

The Subject Assessment Guidelines (SAG) refers to the compilation of year marks, but also to different levels of moderation within the subject. The SAG indicates that moderation of the assessment tasks should take place at three levels. These three levels of moderation are also endorsed by Umalusi's policy of quality assurance. The three levels of moderation are briefly summarised in Table 3.6.

TABLE 3.6: LEVELS OF MODERATION

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and school management team before the academic year commences for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher files and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher files and a sample of evidence of learner performance must be moderated twice during the first three terms.

Provincial/ national	Teacher files and a sample of evidence of learner performance must be moderated once a year.
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(Umalusi, 2006:34-35; DoE, 2008b:6)

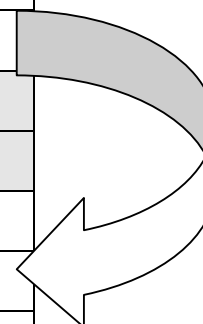
Moderation on school level entails that the practical assessment task, two tests and two examinations in the Grade 10 and 11 Programmes of Assessment, as already indicated, must be moderated. The teacher can decide what type of assignment to use from the following list: practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies for the remaining formal tasks as indicated in this chapter. The requirements for these tasks should adhere to the SAG and the internal moderator will use these criteria to moderate against.

Cognitive Levels

As with moderation, the Subject Assessment Guidelines (SAG) also prescribes four cognitive levels on which all assessment tasks and examinations have to be based. These four prescribed cognitive levels are modelled on Bloom's Taxonomy (DoE, 2008b:12).

TABLE 3.7: THE DoE USE OF BLOOM'S TAXONOMY IN THE SAG

BLOOM OLD VERSION	BLOOM NEW VERSION	DoE VERSION IN SAG
6. Evaluating	6. Creating	4. Evaluating, Synthesis, Analysis
5. Synthesis	5. Evaluating	
4. Analysis	4. Analysing	
3. Application	3. Applying	3. Application
2. Comprehension	2. Understanding	2. Comprehension
1. Knowledge	1. Remembering	1. Knowledge



The SAG prescribes an adapted version of Bloom's Taxonomy on all levels. The SAG reduced the traditional 6 cognitive levels of Bloom to a current four. The argument is that teachers struggle to make a distinction between the analysis, synthesis and evaluating levels. The DoE not only reduced the cognitive levels to four, but also integrated some of the higher order levels. The arrow indicates how these levels have been incorporated into the SAG (DoE, 2008b:11-12). The new version of Bloom's taxonomy was introduced by the DoE in all Subject Assessment Guidelines of FET subjects. The argument was that the 6-level version was too complicated for teachers to apply.

Also compare Table 3.8 with the prescribed percentage which has to be applied according to this adapted version of Bloom. The following table from the SAG is used as a guide to compile tasks and examination questions encompassing the different cognitive levels as indicated in Table 3.8.

TABLE 3.8: COGNITIVE LEVELS FOR TASKS AND EXAMINATIONS

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

(DoE, 2008b:12)

Each task and examination must cater for a range of cognitive levels and abilities of learners.

When learner performance in Tourism is assessed, learners must be given sufficient opportunities during formal and informal assessments to acquire the following skills:

- Map reading and interpretation skills
- Reading and interpreting distance tables and transport schedules
- Interpreting and analysis of graphs and statistics
- Identifying trends and patterns, providing reasons for the trends, identifying and predicting future trends, etc.
- Compiling a tour budget and planning a tour or itinerary
- Investigating, evaluating, reporting and communicating (written and verbal)
- Technical skills (use of equipment) and time management

In addition, learners should be sensitised to display the following attitudes and values:

- Ability to work in a team or group
- Self-confidence and self-image: personal appearance and conduct, as well as professionalism
- Respect and tolerance for cultural diversity and different opinions or viewpoints
- Conservation of resources (tourist destinations, bio-diversity)
- Promotion of a healthy or clean and safe environment

- Pride in one's culture and country (keeping indigenous cultures pure)
- Responsibility and accountability as a tourist

(DoE, 2008b:7).

It is clear that tasks and examinations have to reflect different cognitive levels to address the above mentioned knowledge and skills, when learner performance in Tourism is assessed. This implies that in all examinations, tests and even other tasks, teachers must apply the prescribed cognitive levels. One of the questions that the action research has to address, is whether Bloom's Taxonomy is the best suitable taxonomy for Tourism as a subject? The response from the questionnaire will ultimately give guidance to this question. The practical tasks, such as projects and research tasks could actually be planned more effectively with the new adapted version of Bloom's Taxonomy (See table 3.7). In the new adapted version, the verb "creating" on Level 6 could encompass Analysis, Evaluation and Synthesis. It simply makes it more understandable to teachers, because they are not familiar with these concepts in Bloom's Taxonomy.

In the subject Tourism, the Practical Assessment Task (PAT) takes the form of a project and requires the development of a portfolio, which consists of an accumulation of articles, samples and information developed and/or gathered to demonstrate the application of knowledge in the tourism industry. The Practical Assessment Task should showcase the learners' understanding of the tourism industry as a dynamic economic sector. It should enhance the knowledge, skills and values learners acquired in Grade 10, 11 and 12 about tourism as a multi-faceted industry. For example, Grade 10 or 11 learners could be requested to investigate a sector of the tourism industry and evaluate the services and products thereof.

The PAT should provide the opportunity for learners to engage in their own learning and to establish connections to life outside the classroom, address real world challenges, and develop life skills. All four learning outcomes are used to develop the Practical Assessment Task (See table 3.9). The Practical Assessment Task for Grade 11 will include assessment standards from the previous year, Grade 10, as it focuses on the tourism industry as a whole. The Practical Assessment Task should cover parts of the curriculum that is difficult to assess in the theoretical examination, and therefore consists of more practical aspects of the learning outcomes, such as the drafting of an itinerary.

The Subject Assessment Guidelines (SAG) suggests that the Grade 10 and 11 Programme of Assessment should include a practical assessment task, two tests and two examinations. In addition to this, Tourism learners should also be assessed on three other tasks, such as an assignment, investigation and project. The SAG gives the teacher the choice to decide

what type of assignment to use from the following list: practical exercises, demonstrations, visual sessions, site excursions, role-plays, presentations, interviews or case studies (DoE, 2008b:9). The question here lies with terminology: What is the difference between an assignment, investigation and a project? The SAG does not elaborate more on these three tasks.

Tourism is a subject with a practical component and to fully assess all the knowledge, skills and values of the subject, a practical assessment task is necessary. The 3 other assessment tasks (examinations, tests and projects) should showcase the learners' broad range of knowledge, skills and values that have been acquired during the learning process. The weighting of learning outcomes in Tourism in the design of assessment tasks is displayed in Table 3.9

TABLE 3.9: WEIGHTING OF LEARNING OUTCOMES IN TOURISM

LEARNING OUTCOMES	GRADES 10-12
Learning Outcome (LO)1: Tourism as an Interrelated System	25%
Learning Outcome (LO)2: Responsible and Sustainable Tourism	20%
Learning Outcome (LO)3: Tourism, Geography, Attractions and Travel Trends	35%
Learning Outcome (LO)4: Customer Care and Communication	20%
TOTAL	100%

(DoE, 2008b:9)

The SAG prescribes the weighting of the above-mentioned learning outcomes (LOs). The weighting is translated into marks per learning outcome in the examination paper and tests. Weighting for Grades 10-11 LOs for examination purposes is as follows:

TABLE 3.10: WEIGHTING OF LEARNING OUTCOMES IN TOURISM FOR GRADE 10-11 EXAMINATIONS

LEARNING OUTCOMES	Marks
Section A Short Questions (LO1-4)	40
LO1: Tourism as an Interrelated System	40
LO2: Responsible and Sustainable Tourism	40
LO3: Tourism Geography, Attractions and Travel Trends	50
LO4: Customer Care and Communication	30
TOTAL	200

(DoE, 2008b:10)

3.2.3 Principles of the National Curriculum Statement (NCS)

3.2.3.1 Introduction

The National Curriculum Statement, Grades 10 – 12 (General), lays a foundation for academic achievement by stipulating learning outcomes and assessment standards, and identifying the key principles and values that underpin the curriculum. It is important to infuse these key principles into assessment tasks, as well as the principles of moderation. It must also be noted that most of the principles are already infused into the assessment standards and will therefore be moderated as well. Teachers must also address these principles consciously when dealing with the learning outcomes and assessment standards. These principles are:

3.2.3.2 Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-Apartheid society. The imperative to transform the South African society by means of various transformative tools stems from a need to address the legacy of Apartheid in all areas of human activity and in Education in particular.

3.2.3.3 Outcomes-Based Education

Outcomes-Based Education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the learning outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its learning outcomes for Grades 10 – 12 on the critical and developmental outcomes that were inspired by the Constitution and developed through a democratic process. The critical outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking
- work effectively with others as members of a team, group, organisation and community
- organise and manage themselves and their activities responsibly and effectively
- collect, analyse, organise and critically evaluate information
- communicate effectively using visual, symbolic and/or language skills in various modes
- use science and technology effectively and critically show responsibility towards the environment and the health of others

- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

The developmental outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively
- participate as responsible citizens in the life of local, national and global communities
- be culturally and aesthetically sensitive across a range of social contexts
- explore education and career opportunities
- develop entrepreneurial opportunities

3.3.3.4 High knowledge and high skills

The National Curriculum Statement, Grades 10 – 12 (General), aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved in each grade and sets high, achievable standards in all subjects.

3.3.3.5 Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims to integrate three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement, Grades 10 – 12 (General), seeks to promote an integrated learning of theory, practice and reflection (DoE, 2003:2-3).

3.2.3.6 Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The subject statements show progression from one grade to another. Each learning outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

3.2.3.7 Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each subject statement included a close scrutiny of the exit level expectations in the General Education and Training learning areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education. Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band.

3.2.3.8 Human rights, inclusivity, environmental and social justice

The National Curriculum Statement, Grades 10 – 12 (General), seeks to promote human rights, inclusivity, environmental and social justice. All newly-developed subject statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement, Grades 10 – 12 (General), is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors. The National Curriculum Statement, Grades 10 – 12 (General), adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided that they receive the necessary support. (DoE, 2003:2-4).

3.2.3.9 Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world and that, if one was to re-define intelligence, these different approaches would have to be taken into account. Until that time, the Western world had only valued logical, mathematical and specific linguistic abilities and rated people as 'intelligent' only if they were adept in these ways. Nowadays, people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement, Grades 10 – 11 (General), has infused indigenous knowledge

systems into the subject statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem-solving in all fields.

3.2.3.10 Credibility, quality and efficiency

The National Curriculum Statement, Grades 10 – 12 (General), aims to achieve credibility through pursuing a transformational agenda. The NCS aims to provide an education that is comparable in quality, breadth and depth to those of other countries (DoE, 2003:2-4).

In the NCS there will no longer be separate examination papers for Higher and Standard Grades as in the previous curriculum (Report 550), but one paper which will need to be accessible to all learners by applying differentiation within the paper. Differentiation caters for and shows learner achievement, at different levels across the learning spectrum. It is also one of the mechanisms for assessing learner ability, especially towards the selection of learners for entry into higher education opportunities. Differentiation ensures that the examination questions are accessible to every learner. In the Report 550 syllabus, differentiation was provided for through Higher Grade and Standard Grade syllabi and examination papers. As already mentioned, there will no longer be Higher Grade and Standard Grade divisions within the curriculum. Differentiation will be applied within one examination paper and by the application of other assessment forms. Educators will have to ensure that examination questions cater for the perceived top academic learner, the average learner and the weaker learners (previously catered for by Standard Grade), so that learners at the lower end of the academic spectrum are not discouraged and de-motivated to the extent of 'giving up' or 'dropping out'. This should not be construed as conflicting with the NCS principle of 'High Knowledge and Skills'. In order to set differentiated examination papers, educators will need to develop their abilities, for example:

- Have a deep knowledge of learning outcomes, assessment standards and subject content
- Be able to provide valid marking guidelines
- Be able to recognise sophisticated thinking processes even when expressed in unsophisticated language

Differentiation in tasks and examination papers could be approached in a number of ways:

- Using different levels of cognition
- Using different levels of difficulty

- By scaffolding questions and tasks
- By outcome: in which all learners undertake common tasks/questions and differentiation is sought on the basis of the quality of the response; the use of open-ended tasks/questions that invite valid responses of varying degrees of complexity – setting open questions
- Differentiation by task: the provision of alternative, narrowly targeted activities/questions to match varying abilities of learners

(WCED, 2006b:2).

The challenge of setting papers that need to differentiate by outcome is to be able to ask questions that clearly allow for differentiated answers and allocate sufficient marks to the questions to cater for the variety of levels in the answers. However, questions within an examination paper can be structured in a way that they both differentiate by task and by outcome.

It must however be noted that in the new 2011 Curriculum and Assessment Policy document (CAPS) the NCS principles of Outcomes-Based Education, articulation and portability and integration have been left out. These changes to the current NCS will be effected from January 2012. A new principle, active and critical learning, is added to the NCS. (DBE, 2011b:4-5)

3.2.4 Responsibilities of the school as required by Umalusi

In spite of the requirements which the DoE lays down for the setting of formal tasks, it is not the only role-player. The requirements of the Quality Assurer, Umalusi, must also be taken into account during internal moderation. In formulating a questionnaire on internal moderation, Umalusi's requirements must therefore be considered. These requirements of Umalusi were discussed in Chapter 2. Umalusi requires that a moderator should be appointed for each subject on every site (school), who will:

- Moderate, mark and grade tasks at centre level
- Ensure adherence to assessment body and Umalusi requirements
- Ensure that internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills in the area being assessed
- Authenticate learners' portfolios as the learners' own original work
- Submit written reports to the internal moderator

The site (school) must appoint an internal examiner/assessor or panel of internal examiners/assessors for each subject to:

- set tasks and task specifications in line with subject guidelines
- ensure that learners' work is submitted in strict accordance with the assessment body and Umalusi requirements
- mark learners' portfolios
- assist with the moderation of learners' work
- authenticate learners' work submitted for the purposes of internal assessment;
- submit learners' work for internal moderation
- submit a written report to the internal moderator

Requirements from Umalusi will be infused in the questionnaire. These requirements of Umalusi also mean that schools must have an internal moderation policy to address the process.

3.3 CRITICAL ASPECTS FROM LITERATURE ON ACCEPTED INTERNATIONAL STANDARDS OF QUALITY ASSURANCE

Reference was made to several findings on the quality assurance and moderation processes in the literature study in Chapter 2. In a number of cases, there were reports on tested and successful processes. It is therefore appropriate to list some of these examples of good practice and process here and to incorporate them into the proposed questionnaire as well. Before the construction of the questionnaire is discussed, it was imperative to incorporate critical findings from literature in the questionnaire, as described in Chapter 2.

In Scotland, schools are responsible for the internal moderation of their internal assessments. It is important that schools should ensure that internal assessments and estimates are made in a consistent manner. It will therefore entail initial planning of the moderation process that will take place within the school over an academic year. Once again reference is made to the following table of the SQA that indicates the process of internal moderation. This was already mentioned in Chapter 2. This table of the SQA provides clear and practical directives on how to structure such a process. The eight steps shown below (Table 3.11) can actually be regarded as the critical aspects of this system.

TABLE 3.11: THE SCOTTISH QUALIFICATION AUTHORITY (SQA) INTERNAL MODERATION PROCESS

STEPS FOR MODERATION	SHORT DESCRIPTION
1. Assessment specification: content and	Familiar with the policy documents

standards.	
2. Selecting an instrument of assessment and devising the assessment task.	Fit the purpose, enough evidence to be produced, help for reliable decisions
3. The responses or solutions expected.	Assessment instruments devised at the same time as the assessment.
4. Setting the assessment and associated assessment scheme.	To ensure that assessments are appropriate is to consult with members of staff.
5. Assessing candidate evidence.	Evidence based on valid instruments, under assessment conditions, a range of assessors reached consistently accurate decisions over time
6. Checking the consistency of assessment decisions.	Avoid assessor bias. How evidence was presented and recorded.
7. Recording assessment decisions	Issues on re-assessment, the role of the assessment instrument and purpose for re-assessment
8. Forwarding of results, maintaining assessment records.	Internal moderation processes should ensure evidence, materials and records are maintained.

(SQA, 2001:8-16)

The example of the Dutch system can also be referred to, as the Quality Monitor has been developed for a specific reason. As already mentioned, the instrument is mainly used by the Netherlands' regional training centres (Regionale opleidingcentra, ROC's) to evaluate their construction and execution of examinations. It guides the examining bodies to evaluate them, and to ascertain on which level they are in terms of different components of the examination processes. In this context, examining bodies refer to schools and institutes in the Netherlands. The Quality Monitor considers components of examinations such as relevant documentation, lay-out of papers, test construction, use of expertise in the process, test procedures and writing of tests, which lead to a quality report of the whole examination process.

Principles of Stobart (2005:279) with regard to diverse and multi-cultural societies were included when the questionnaire was set. He has chosen four key areas within large-scale testing / examination systems within which issues of fairness, particularly in relation to multi-cultural societies, are to be raised. This was discussed in Chapter 2. These four key areas can be summarised as follows:

- The nature and requirements of the assessment system itself, for example: How is cultural and linguistic diversity approached?
- How does the content of the assessment reflect the experiences of different groups?
- How do the assessment methods meet the cultural diversity of the candidates?

- How effectively is the performance of different groups monitored and how is this fed back into the system?

Regular curriculum changes were announced in South Africa after 1994. Following the implementation of the NCS for the FET in 2006, problems were experienced with regard to certain aspects of the curriculum, especially in terms of assessment overload. These changes to the policy, in particular pertaining to assessment, were considered in the construction of the research questionnaire.

In July 2009, the Minister of Basic Education, Minister Motshekga, appointed a panel of experts to investigate the nature of the challenges and problems experienced in the implementation of the National Curriculum Statement and to develop a set of recommendations designed to improve the implementation of the National Curriculum Statement (NCS).

The Minister's brief was in response to wide-ranging written comments, as well as the fact that assessment practices have been a challenge for teachers ever since Curriculum 2005 (C2005) was introduced, which included a complicated approach to assessment. A new assessment policy was never developed to support the National Curriculum Statement, which complicated the situation within the GET phase even more. As a result, teachers and parents are confused about several aspects of assessment, for example progression requirements and performance descriptors. Furthermore, C2005 discouraged the use of marks and percentage, and introduced a number of complicated assessment requirements, such as Common Tasks of Assessment, portfolios and research projects, with related jargon. The country's repeated poor performance in local and international tests has left parents and other stakeholders sceptical towards the curriculum and related assessment practices. A few recommendations were made to the minister (DBE, 2009a:18-36).

3.3.1 Recommendation: Simplify and streamline assessment requirements and improve the quality and status of assessment by ensuring that the GET and FET phases are consistent, and regular national systemic assessment is conducted. Some of these findings were introduced as policy in 2010 (DoE, 2009b:2-8). The findings also indicate that over-assessment and over-moderation in schools occur to a large extent. The processes of this over-moderation are not structured (DoE, 2009a:6-9).

The danger of over-assessment should be addressed as well. A finding should therefore be made as to what extent schools are overdoing this process. The moderator must be able to advise on occurrences of over-assessment. Teachers will often employ "coping strategies" to combat the problems of over-assessment. The first consequence is usually the length of time between assessment and feedback. Secondly, there is less feedback given and hence less

opportunity to discuss and clarify teachers' comments. Finally, formative assessment, from which students could learn, is sacrificed for summative assessment (Robert Gordon University, 2003:5). A question in the questionnaire should thus sensitise teachers and schools on over-assessment.

The assessment approach in some schools draws on a representation of criterion- or standards-referenced assessment that involves the subjective interpretation of the quality of a learner's work in relation to often quite broad criteria and standards. Sadler (1987:193) suggested that this approach to assessment 'draws on the professional ability of competent teachers to make sound qualitative judgements of the kind they constantly make in teaching'. Specifically, criteria in this form define the aspects of a subject or domain that are to be measured (Bingham, 1987:2-7). Standards represent the distribution of quality along a specified continuum (from highest to lowest) and articulate that quality for each criterion that the students' work will be measured or referenced against. The reliability of teacher judgements should be considered (see Internal Moderation of the subject in this chapter.)

In Chapter 2 reference is made to the use of the CIPO model. The CIPO model can be mediated to schools to clarify their thinking and planning of their internal moderation process. Such an example will be discussed in Chapter 5.

3.4 THE CHOICE OF THE RESEARCH INSTRUMENT - QUESTIONNAIRE

Tourism educators are faced with major challenges. Firstly, educators must acquaint themselves with the subject content of Tourism and secondly, they must internalise the principles and requirements of the NCS. It is then also expected of the teachers to integrate assessment into the learning process. Given the fact that only four hours tuition per week is allocated to Tourism and other choice subjects (see Table 3.1), the Grades 10 and 11 teachers must also still complete the compulsory formal tasks during this time. Despite these tasks, a prescribed formal practical assessment task (PAT) must also be done, stretching over 3 terms (see Table 3.4). From 2010 the PAT has been reduced to 2 phases, stretching over 2 terms (DBE, 2010f:1-5). To fit these formal tasks within a work schedule and to ensure effective teaching, require careful planning. For the 2 examinations to be written according to policy, teachers must set up the question papers in such a way that it links with the requirements of the Subject Assessment Guidelines (SAG). The final question paper, although it is set up internally for Grade 10 and 11, contributes 50% to the promotion mark of Tourism, while the mid-year exam question paper is only one of the 6 tasks (see tables 3.3 and 3.4). In most cases, there is only one Tourism teacher at a school who is solely responsible for quality assurance. Time has to be allocated for internal school moderation and therefore it should be planned carefully.

It is general knowledge that there are major differences amongst schools in terms of the availability of resources. Class sizes also differ amongst schools. The normal teacher-learner ratio is 1:36, but in many schools it could be as many as 1:50. Some schools still battle with a basic planning for the delivery of the curriculum in schools. The basic curriculum documents, for example the Department of Education (DoE) Subject Assessment Guidelines and Learning Programme Guidelines are not even available at some schools.

Considering the background, a questionnaire was completed at schools to ascertain the impact of these above-mentioned variables, in order to establish how effective internal moderation in Tourism is taking place at selected schools. Fifteen schools who offer Tourism as a subject in Grade 10 and 11 within the Metro North Education District of the Western Cape Education Department were selected. It was also important to consider the background of these schools, especially due to the heritage left by Apartheid to many of these schools. In order to ensure that the outcome of this questionnaire, as well as the information obtained from it, have more credibility, the schools chosen to participate in this study were representative of the schools classified under the Apartheid Education as Black, Coloured and White schools.

The number of schools chosen in the sample was done according to the representation of these schools within the North Education district. The schools chosen were also done on a pro-rata base, considering the total number of schools in the district. This is also representative of the distribution of these schools in the Western Cape Province. Unfortunately the so-called traditional Black schools largely did not offer Tourism as a subject. Schools with different academic achievement rates were chosen within a larger selection of schools, which included the Ex-model C schools and the House of Representatives (HOR) schools (see Table 3.12). This varied choice of schools within a given group, allows for further discrimination. An example is the HOR group that consist of 7 schools:

2 well-achieving schools (pass rate between 90% and 100%)

3 achieving schools (pass rate between 60% and 89%)

2 under-achieving schools (pass rate for 2008 under 60%)

The research is mainly a social study and the measuring scale of the questionnaire was an interval scale (Bless & Higson-Smith, 2000:100-101). The division of schools was done as follows:

TABLE 3.12: SELECTION OF SCHOOLS

NUMBER OF SCHOOLS	TYPE OF SCHOOLS	CLARIFICATION
3	Ex-model C Schools	Before 1994 a well resourced white school
2	Ex-model C Schools (Now totally integrated)	Before 1994 a well resourced white school
1	DET Schools	Previously Black Schools Inadequately resourced
7	HOR House of Representatives	Previously Coloured Schools. Inadequately resourced
2	Private schools	Well resourced

The questionnaire focused on the micro- and meso-level of our education system, which were discussed in Chapter 2. The illustration below gives a brief indication of the mentioned levels that were used in the questionnaire, which include the classroom level (teacher) and the school level (school management team).

Curriculum

Meso

School level

- School work plan/
curriculum evaluation

Micro

Class/Student level

- Textbooks
- Classroom instruction

Assessment

- Moderation Process
in the POA - Tourism
- School assessment
policy
- Examination Policy
- Examinations and
Tasks
- Informal & formal
assessment

Attained

(Moelands, 2006a:1-6)

In the construction of the questionnaire, the deviant method was used. This entails that a number of questions and the variables in the different sections of the questionnaire were changed (See Section 3, 4 and 5 of the questionnaire). The scale choices differed between 3 and 5, as well as the wording of the 1 to 5 scales. This ensured that teachers could not simply fill in answers at random, but were forced to think about each question (Heuvelmans, 2006:19). Most questions were factual and required objective information about the respondents, such as their teaching context and moderation practices.

3.4.1 Challenges with the Questionnaire

The challenge of a qualitative questionnaire is that teachers from diverse circumstances might differ about their interpretation and response to questions. The issue is not that the teacher is dishonest, as such. According to his/her own judgement, his or her assessment practices might be rated as valid. Therefore the context in which the teacher is situated must also be considered. As previously mentioned in this chapter, many teachers are of the opinion that their examination question papers or other tasks are up to standard, just to discover afterwards that their learners have underachieved, as a result of tasks that were not set up on the learners' level. This statement stems from the examples of question papers and tasks which curriculum advisors have received from teachers. These examples, which were moderated by curriculum advisors in the districts, show that tasks and question papers are not set according to SAG requirements.

Reliability is 'concerned with the accuracy with which the test measures the skills or attainment' (Gipps, 1994:67) and relates to the replicability and comparability of pupil performance and the assessment of that performance. Moss (1994:7) suggests that 'as assessment becomes less standardised, distinctions between reliability and validity blur'. Because teachers in Grade 10 and 11 set their own assessment tasks, many of these tasks are not standardised. Therefore blurring is endemic to the assessment processes in FET Tourism because of its school-based nature. The inter-rater reliability of the process is also affected to a large extent (Hay & Macdonald, 2008:154).

In most cases, teachers value their own assessment practices higher than it ought to be. To ensure teachers do not overrate their assessment and moderation practices, a process was devised to get a more objective view from their questionnaires. In order for the questionnaire to suffice in terms of validity and reliability, verification aspects were also built in through the following processes mentioned below.

The verification aspects adopted consist of three elements:

- Moderation report as done by the curriculum advisor of the teachers' assessment
- Comparison between the questionnaire and the schools' Grade 12 results
- Filed report from the cluster moderation

The moderation reports of teachers, kept at the district office, were studied in order to ascertain to what extent the codes that they allocated to themselves, were reliable. Secondly, the questionnaires were also compared to the teachers' and the schools' Grade 12 results for Tourism over the past 3 years (2006-2008). The Grade 12 results show whether the Grade 10 and 11 assessments are on the same level as the Grade 12 result. An examination, which

is externally set and marked, is written at the end of Grade 12, which is the school exit year. In many cases the Grade 12 examinations show that Grade 10 – 11 assessments are inflated. Thirdly, it was also noted how teachers rated one another during cluster moderation over the last 3 years. The assessment tasks from the sample group were also moderated by the curriculum advisor at the district in order to compare the moderated results of the cluster moderator and that of the curriculum advisor. Fourthly, the questionnaires were also moderated by the researcher in order to adjust the relevant scenario of the particular school.

The comparison of the findings of the Curriculum Advisor (CA) and the researcher was in most cases the same. Here the reference is not to the final findings, but to validity of the teachers' own ratings. In this case, the correlation refers to the extent the CA and the researcher had moderated the tasks and the assessment of the tasks by the teacher.

A comparison tool, considering the above criteria, was compiled to determine to what extent there was a deviation in the responses to the questions in the questionnaire. The following process was followed:

TABLE 3.13: CRITERIA FOR VALIDATION OF TEACHERS' RESPONSE TO QUESTIONNAIRE


SCHOOL	MODERATION REPORT	CLUSTER REPORT	GRADE 12 RESULTS	ADJUSTMENT
MC1	0	+1	-1	0
HOR2	-1	0	0	-1
MCI3	0	0	0	0
MC4	+1	-1	0	0
PR5	0	0	0	0
HOR6	-1	0	0	-1
HOR7	-1	0	-1	-2
HOR8	0	-1	0	-1
MCI9	0	-1	0	-1
HOR10	-1	0	0	-1
DET11	0	-1	-1	-2
PR12	0	+1	0	+1
HOR13	0	-1	0	-1
HOR14	0	-1	+1	0
MC15	-1	0	0	-1

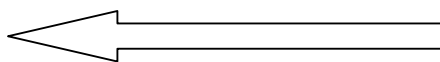
The acronyms used in table 3.13 represents the unique number for the 15 schools and cannot, because of ethics, be divulged to readers.

As already explained above, a measure of control over the teachers' evaluations in the questionnaire had to be built in. The moderation report, cluster report and Grade 12 results (correlated with the Grade 10 and 11 examination results) were taken into account to determine whether the teachers' ratings in the questionnaire were correct.

If the previous moderation reports, Grade 12 results and cluster moderation reports revealed that the teachers' self-ratings were spot on, and a score of 0 was allocated to the school. In cases where the school's self-ratings were too high and scores had to be decreased, an average score would have been -1, -2 or -3. To illustrate the process, Question 5.2 of the questionnaire was used as an example:

5.2 *Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines.*

1	2 	3	4*	5
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Move from 4 to a 2 for this section = (-2)

In this question, the school indicated a 4, but after the above process of validation was followed, it was found that the school should be on a level 2.

TABLE 3.14: VALIDATION ON SCORE FOR QUESTIONNAIRE

LIST NO	SCHOOL CODE	Comparison Score
1	MC1	0
2	HOR2	-1
3	MCI3	0
4	MC4	0
5	PR5	0
6	HOR6	-1
7	HOR7	-2
8	HOR8	-1
9	MCI9	-1
10	HOR10	-1
11	DET11	-2
12	PR12	+1
13	HOR13	-1
14	HOR14	0
15	MC15	-1

With an average adjustment to some of the items in the questionnaire (as indicated above), it was ensured that statistics were more reliable. An unreliable image in terms of internal

school moderation was therefore portrayed in the questionnaires in ten of the fifteen schools. By aligning some of the codes in Table 3.13 with the real scenario at the school, more reliable information could be obtained from the questionnaires (table 3.14). That implied that a school, for example HOR 2, was subtracted a value of 1 from all the ratings that the teacher indicated.

3.4.2 Execution

The questionnaire was given to Tourism teachers of selected schools to complete. There might have been Grade 10 – 11 teachers in managerial positions, who also completed the questionnaire. Although they were in these managerial positions, they also taught the subject and completed questionnaire 1.

Teachers were informed of the meaning of the questions and in what context the questions were put. In some cases brief explanations were given along with the meaning of concepts in the questionnaire (Addendum A).

The timeline for the questionnaire was July 2008 – November 2008.

3.5 QUESTIONNAIRE DEVELOPMENT

The questionnaire consisted of five sections. These sections were linked to the research question and supporting question, as indicated in the beginning of this chapter. When a supporting question to the research question links directly to questions in the questionnaire it will be mentioned. These sections reflect the teachers' professional career, as well as their involvement in quality assurance, in this case moderation.

The following sections were included in the questionnaire:

- Section 1A Qualifications
- Section 1B Physical Environment
- Section 2 Subject Planning
- Section 3 Assessment Tasks
- Section 4 Internal Moderation in Tourism
- Section 5 Moderation of the Exam Question Paper

Section 1 A: Qualifications

Section 1A looked at the qualification of the teachers.

Teachers' Tourism qualifications, their methodology and assessment differ. Therefore there will not be a common understanding of assessment and moderation issues, especially with

regard to criteria and standards-referencing. As already mentioned, Sadler (1987:193) stated that the approach by which some teachers use a combination of criterion and standard-based assessment techniques, 'draws on the professional ability of competent teachers to make sound qualitative judgements of the kind they constantly make in teaching'. Specifically, criteria in this form define the aspects of a subject or domain that is to be measured (Bingham, 1987:2-7). Standards-based assessment represents the distribution of quality along a specified continuum (from highest to lowest) and articulates the quality for each standard that the students' work will be measured or referenced against. From this section, information can be obtained regarding the educational training of the teacher, but also whether he has any training in Tourism. Subject training is essential, because it can influence the quality of tasks and examination questions. In-service training for FET Tourism is also important, because it affects subject planning, as well as the assessment thereof.

In Section 1A teachers had to answer "Yes" or "No" and provide information specifically related to the courses they have attended. Section 1A links with the following supporting questions to the research question:

- What is the schools' understanding of internal moderation as part of Quality Assurance within the curriculum?
- In which ways do schools comply with FET NCS assessment and moderation requirements?

Teacher training, qualifications and subject planning will shape the way in which teachers view and execute moderation.

The following questions were posed to the teachers;

- 1.1 How many years of teacher training do you have?
- 1.2 Do you have any training in Tourism?
- 1.3 If yes, which course and duration thereof?
- 1.4 Have you attended Departmental Tourism Courses for educators?
- 1.5 If yes, please provide information about it. *The teacher must provide the venue and date of the training sessions they have attended.*
- 1.6 How long have you been teaching?

Section 1B: Physical Environment

Section 1B explored the physical environment of the teacher. This section provided information about the resources available to teachers, as well as the physical class sizes. In many of our schools, some of which are reflected in the questionnaire, there is a shortage of

classrooms, apparatus such as data projectors and internet access. In many of the schools the size of the classes varies between 25 – 55 learners. Large classes therefore also had an impact on quality assurance, and in this case, internal moderation. Teachers in charge of large classes could not spend as much time on quality assessment as those with smaller classes. The answers to these questions made provision for the teachers to answer in paragraph style with explanations of their answers.

This section provided information about the resources available to teachers, as well as the physical class sizes.

Teachers were asked to comment on their school's socio-economic problems. If they experienced problems in this regard, they were requested to elaborate on these problems and to indicate the impact it has had on the lack of resources, such as learning teaching support material (LTSM). The questions here were:

- Is your school situated in an area with socio-economic problems? If yes, give an explanation of the type of problems
- Are you lacking necessary resources? If yes, give a description of the type of things you are lacking
- The teachers were also asked about the size of their classes.

Section 2: Subject Planning

Section 2 considered subject planning for Tourism. The following supporting questions to the research question could be directly linked in this section. They were:

- What quality assurance processes are available in schools?
- To what extent does moderation of assessment occur?

It is important to evaluate whether teachers know the policy documents and by doing that prove that they had attended departmental training sessions (see Section 1A Question 1.4.)

- 2.1 Does your school have an Assessment Policy?
- 2.2 Does your subject have an Assessment Policy?
- 2.3 Do you have the Tourism NCS Grades 10 -12 Learning Area Statement and Assessment Guidelines?
- 2.4 Do you have an educator's portfolio available?
- 2.5 Do you have a Moderation Policy for your subject?

- 2.6 Are you familiar with the policy documents, e.g. White Paper 6 National Assessment Policy, Language Policy, White Paper 7 and protocol for assessment?

Section 3: Assessment Tasks

Section 3 is important because here the teachers were confronted with a deep understanding of the curriculum by the way in which they constructed their assessment tasks. These tasks, whether a research assignment, project, fieldwork or a test had to be designed considering the principles of the NCS (FET) as foundation. This section was been divided into two sub-sections, namely:

- Principles of the NCS.
- Planning and compilation of assessment tasks.

3.1 Principles of the NCS

The principles of the NCS were discussed in Section 3.1.3 of this chapter. The information obtained showed to what extent these principles were part of an assessment policy and moderation process as implemented at the school.

In the planning and compilation of formal assessment tasks, attention was given to the inclusion of the following principles of the NCS. An assessment task includes activities such as research tasks, projects, tests and exams. The teachers were familiar with these seven principles of the NCS, as given prior in this chapter. They were explained to the teachers during their in-service training courses. In Section 3.1 of the questionnaire teachers were asked about the use of the NCS principles in their assessment tasks.

Teachers indicated on a scale of 1 to 5 to what extent they were already including these principles in their tasks.

1. Never
2. Ad-hoc basis
3. Sometimes
4. Often
5. Always

3.2 Planning and compilation of assessment tasks

In the *National Curriculum Statement Grades 10-12 (General)*, Tourism is expressed as a subject containing four focus areas. The four focus areas are: Tourism as an Interrelated System; Responsible and Sustainable Tourism; Tourism Geography Attractions and Travel Trends; and Customer Care and Communication. Each of the four learning outcomes for

Tourism is drawn from one of the focus areas. Question 3.2 specifically linked to the following supporting questions to the research question:

- In which ways do schools comply with FET NCS assessment and moderation requirements?
- Do quality assurance practices ensure that learning and thinking skills are developed?
- To what extent does moderation of assessment occur?

The main features of the four learning outcomes can be summarised as follows:

LO 1: Tourism as an Interrelated System	The learner is able to evaluate the tourism industry as an interrelated system.
LO 2: Responsible and Sustainable Tourism	The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.
LO 3: Tourism Geography, Attractions and Travel Trends	The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.
LO 4: Customer Care and Communication	The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.

The issues dealt with in one learning outcome are inter-related to the issues in the other three learning outcomes of the subject (DoE LPG, 2008a:7). The assessment standards (AS's) for Grades 10 and 11 are available in Annexure O.

In Section 3.2 of the questionnaire teachers were challenged to reveal how they managed to address the learning outcomes and integrate the critical outcomes of the NCS with the assessment standards in Tourism. They were also challenged to acknowledge the way in which they accommodated learners with barriers to learning in their planning (DoE White Paper, 2001b:6-9). Tourism teachers also had to answer on their use of different assessment strategies and the use of different cognitive levels in the compilation of assessment tasks (see Table 3.7).

During the planning and compilation of assessment tasks, attention is given to the following aspects:

- 3.2.1 I am planning according to the learning outcomes and assessment standards

- 3.2.2 I am using the critical outcomes in my planning of tasks
- 3.2.3 I cover all the assessment standards in tasks during the year
- 3.2.4 I do not assess all the assessment standards
- 3.2.5 In my planning I am also integrating outcomes and assessment standards
- 3.2.6 I record all assessment on my recording sheets
- 3.2.7 I only record the prescribed tasks formally
- 3.2.8 In my planning I am also making provision for learners with learning barriers
- 3.2.9 I am planning for a variety of assessment strategies [*This also implies a variety of assessment instruments*]
- 3.2.10 My assessment tasks are covering cognitive levels of Bloom, as in the SAG.

Teachers indicated on a scale of 1 to 5 to what extent they were addressing the aspects of planning with the LO and AS in their tasks.

- | | |
|---|--------------|
| 1 | Not yet |
| 2 | Sometimes |
| 3 | Often |
| 4 | Continuously |
| 5 | Always |

It was important that the teachers were confronted with a deep understanding of the use of LOs and ASs in how they eventually constructed their assessment tasks.

Especially Questions 3.2.3 and 3.2.4 will test this understanding;

- 3.2.3 I cover the assessment standards during the year.
- 3.2.4 I do not assess all the assessment standards.

It was important to note that teachers had to cover all the assessment standards, but did not have to assess them in a formal way.

Question 3.2.8 tested the teachers on their understanding of assessment strategies. An assessment strategy is an assessment task performed by a learner, yielding data collected by one of several methods and analysed by an assessor using an assessment tool. It is clear from practice that many teachers do not understand this concept.

Section 4. Internal Moderation of the subject

In Section 4 teachers were confronted with questions about their assessment and moderation practices at school. These questions directly linked to the supporting question of

the research question, namely: "how does internal moderation form part of the quality assurance process?" Questions were raised on the quality of the tasks and the examinations and to what extent they address the principles of good assessment practices.

In this section a few general questions (Question 4.1 – 4.2) were posed to teachers with regard to their understanding of internal moderation as part of quality assurance. These questions required a narrative-type answer and also a "Yes" or "No" answer. The questions were:

4.1 Give a short description of your understanding of internal moderation.

When I moderate, I look at:

4.2.1 the examination paper and the answer sheet?

4.2.2 the quality of the question paper?

4.2.3 Are questions addressed on different cognitive levels?

Questions 4.3.1 – 4.3.6, as indicated below, addressed the extent to which teachers were addressing the principles of assessment during the compilation and moderation of assessment tasks. As assessment is central to recognition of achievement, therefore the quality of that assessment is important in order to provide credible certification. Credibility in assessment is assured through assessment procedures and practices governed by certain principles. These principles, as previously indicated are:

- The assessment procedures should be **valid**. Validity in assessment entails that the assessment should measure what it claims to be measuring, for example knowledge, understanding, subject content, skills, information and behaviours.
- The assessment procedures should be **reliable**. Reliability in assessment is about consistency in the sense that the same judgements should be made in identical or similar contexts, each time a particular assessment for specified stated intentions is administered.
- Assessment procedures should be **fair**. The assessment process should be clear, transparent and available to all learners. Learners must know which outcomes the educator is going to assess, when they will be assessed, how they will be assessed and how they will be evaluated or marked - the criteria by which the learners' demonstration of learning will be judged.
- Assessment tasks should be **meaningful** in order to support every learner's opportunity to learn and, because learners are individuals, assessment should allow this individuality to be demonstrated

- Assessment should be **authentic**. The educator must ensure that it is the learner's own work or, in the case of group work, that the learner has made a fair contribution to the end-result.
- Assessment must be **practicable**. The educator must consider the available resources, facilities, equipment and time.
- Assessment should challenge learners to the limits of their understanding and their ability to apply their knowledge. Therefore, it will **discriminate** between those who have achieved high standards and those who have not (SAQA, 2001: 16, 17; Robert Gordon University, 1999:6).

Furthermore, this section addressed teachers' perceptions of qualitative judgements. The halo-effect, leniency error and severity error, as already mentioned, are examples of concerns that have been identified regarding the reliability of teachers' qualitative judgements. Koretz *et al.* (1994:5-16) and Stokking *et al.* (2004:93-116) have respectively reported on low inter-rater reliability scores for performance assessments of writing and research skills. Bond (1995:21-24) argues that assessors hold unarticulated beliefs about what constitutes evidence and that these beliefs are resistant to change, even after training and calibration.

Questions 4.3.1 – 4.3.6 addressed the extent to which teachers apply the above principles of assessment during the compilation and moderation of assessment tasks, as described on the previous page. Teachers had to indicate on a scale of 1 to 3 to what extent they were already addressing the aspects of internal moderation in their assessment tasks.

Some of the questions in this section were difficult to answer, because of the use of exact terminology, relevant to assessment practices. In some questions (4.3.1-4.3.3), as indicated below, explanatory notes were attached to the questions to familiarise teachers with the terminology.

4.3.1 Was the assessment for the task valid?

- The assessment procedures should be **valid**. Validity in assessment entails that the assessment should measure what it claims to be measuring, for example knowledge, understanding, subject content, skills, information and behaviours, etc.

Therefore the assessment should stay within the parameters of what is required – not less than the assessment standard, not more than the unit standard (SAQA, 2001:16, 17). To be valid, an assessment task should clearly relate to its purpose and genuinely 'test' the particular knowledge and understanding or skills that are the focus of judgement for example, validly assessing whether a

student: 'Understands how to explore, refine and communicate more effective ways of thinking and involve students in solving problems using a range of approaches and representing and interpreting data, including in graphical forms. Most importantly, validity applies to the interpretation of a student's performance. It would not be valid, for example, to evaluate a student's reading performance if the assessment was focused on mathematical understandings (Tasmania Department of Education, 2005:10).

It is the extent to which an assessment of a learning outcome measures that which it is meant to measure. It refers to the degree to which the assessment focuses on the requirements, as contained in the ASs, and whether the assessment suits the purpose (The learner's own work LOs addressed as well as skills, knowledge).

4.3.2 Was the assessment for the task fair?

The quality applicable to a method of assessment that does not cause any barriers to learning or create an unfair advantage over other learners in the achievement of performance (All learners have access to LTSM, adequate time, race, religion, sex - no discrimination).

4.3.3 Was the assessment for the task reliable?

The assessment procedures should be **reliable**. Reliability in assessment is about consistency. Consistency refers to the same judgements being made in the same or similar contexts each time a particular assessment for specified stated intentions is administered. To avoid variances in judgement (results), assessment should ensure that each time an assessment is administered, the same or similar conditions prevail. Also, that the procedures, methods, instruments and practices are the same or similar. Assessment decisions are reliable when they are based on evidence that is:

- generated under consistently-applied conditions of assessment (e.g. open-book, supervised or invigilated)
- the authenticated work of the candidates being assessed and when they are
- taken on the basis of clearly-defined performance and/or grade-related criteria
- consistent across the range of assessors applying the assessment in different situations and contexts, and with different candidates

- consistent over time; the consistency with which different assessors undertake an assessment task at different times and in different places (Instructions for assessment was clear, instrument clear, moderation took place before assessment, sufficient evidence)

(SQA, 2001:4).

The other questions in this section were:

- 4.3.4 Do both the assessor (teacher) and learners know the procedures during assessment?
- 4.3.5 Was the integrity of the assessment process maintained throughout?
- 4.3.6 Was feedback given to learners after the assessment?

Section 5. Moderation of examination question papers

The compilation of final promotion marks in Grades 10 and 11 in Tourism has already been discussed in this chapter (see Tables 2-4).

Teachers had to indicate on a scale of 1 to 5 to what extent they were already addressing the following aspects in their planning, which are supposed to be moderated:

- 5.1 There is a matrix for tests or examinations available for planning.
- 5.2 Examinations / tests are reflecting the learning outcomes and assessment standards
- 5.3 Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines.
- 5.4 Weights per learning outcomes, as determined in the Assessment Guidelines, are followed.
- 5.5 I use taxonomies (e.g. Bloom) when compiling a question paper for the examinations.
- 5.6 The examination instructions are clear to the learners.
- 5.7 The questions and assignments are continuously linked with the expected answers (*I know what answer I want from the question*).
- 5.8 The mark allocation of the question is clear.
- 5.9 I make provision for learners with learning barriers.

3.6 THE SECOND QUESTIONNAIRE

After some of the first questionnaires were returned by the teachers, it was clear that they could not answer all the questions dealing with quality assurance and internal moderation. It was clear that they were not always involved in the management of these processes in their schools. It was therefore also important to get input from school principals and school management teams (SMT). School principals are also members of the SMT. In many cases; they delegate the moderation function to a deputy-principal or HOD.

The first questionnaire did not address the issue of moderation satisfactorily on a school management level and quality care processes in the selected schools as such. This is important, because moderation support to schools rely on an understanding of the process at a specific school. Taylor (2006:19) states that in dysfunctional schools the combination of SBA and support has no effect. These schools need something else, and international literature indicates that what is required is organisational development. Fundamental issues such as building administrative capacity require attention before any learning is possible - (see paragraph 3.2 of this chapter – literature).

Umalusi (2006:34) refers directly to the responsibility of the school or site as part of the moderation process for SBA. It is the responsibility of the school to appoint an internal examiner/assessor or panel of internal examiners / assessors for each subject to assure quality of the process (see detail table 3.6 in Chapter 3). This requirement was not properly addressed in the first questionnaire.

These responsibilities, as indicated by Umalusi, have to form part of a structured moderation process at school level. This process has to be generic and subject specific, as in the case of Tourism. Obviously, as already explained, this will include the 25% SBA, 25% PAT and 50% final examination for Grades 10 and 11. The SBA of 25% will include the June examination as well as two formal tests. The timeline for the questionnaire was February 2009 – June 2009. The purpose of the second questionnaire was to obtain outstanding responses on issues pertaining to the internal moderation process in the school. The second questionnaire consisted of two sections:

Section 1: Moderation planning in the school

Section 2: Moderation of assessment tasks and examinations

Section 1: Moderation planning in the school

In this section a few general questions (Question 1.1 – 1.7) were posed to school managers with regard to their understanding of internal moderation as part of quality assurance. These

questions required a "Yes" / "No" answer. The questionnaire was primarily addressed to the school principal or a member of the SMT. Principals were asked the following questions:

- 1.1 Does your school adhere to the examining body requirements?
- 1.2 Does your staff have appropriate knowledge on moderation?
- 1.3 Does the school have a moderation policy?
- 1.4 Does the HOD or subject head moderate tasks and examination papers?
- 1.5 Does the school have an examination committee?
- 1.6 Do the principal and the SMT plan for internal moderation?
- 1.7 Does the HOD or subject head submit written reports to the internal moderator?

Umalusi also set the criteria for moderation of external examination papers. It will be preferable for schools to use the same criteria to set their examination papers. These criteria were used in the second questionnaire.

Section 2: Moderation of assessment tasks and examinations.

In the planning and compilation of formal assessment tasks and examinations, attention was given to the inclusion of the aspects of moderation as listed below, 2.2.1 – 2.2.9 by the SMT and HOD. Therefore these questions would be completed by the head of department (HOD) or subject head for Tourism in the sample schools. In some cases the HOD or subject head could also have been the subject teacher that completed the first questionnaire.

The HOD had to indicate on a scale of 1 to 5 to what extent these aspects (2.2.1 – 2.2.9) were already included in the moderation of tasks and examination papers at the school.

The questions in Section 2 of the questionnaire were in line with the questions from the Umalusi instrument for the moderation of examination papers. The HODs or subject heads had to attend to these 9 criteria in Section 2 of the questionnaire. With some of the criteria, explanatory notes and probing questions had been given to the HODs and subject heads of the sample schools to help them understand the mentioned criteria and to make honest judgements in completing these questions. The criteria and explanatory questions were:

2.2.1 Technical Criteria

- Is the question paper complete with a memorandum, relevant answer sheets and formula sheets?
- Does the cover page have all relevant details such as time, subject, grade/level, and instructions to candidates?
- Are the instructions to learners clearly spelt out and unambiguous?
- Is the lay-out of the paper learner-friendly?

- Does the paper have correct numbering?
- Is mark allocation clearly indicated?
- Do the marks allocated for the whole paper correspond with time given?
- Is mark allocation on the paper same as on the memorandum?
- Comment on the quality of illustrations, graphs, tables etc. Are these print ready?
- Does the difficulty level of questions correspond with the time allocated for the paper?

2.2.2 Content coverage

Does the paper cover all content and skills, as prescribed by the syllabus?

- Are there questions set that are outside the syllabus?
- Does the paper cover questions of various types' e.g. multiple-choice questions, paragraph, data response, essay, etc?
- Is the paper intellectually challenging and allowing for creative responses from candidates?
- Are the examples and illustrations suitable and appropriate?
- Is there a relationship between mark allocation, level of difficulty and time allocation?

2.2.3 Cognitive skills

- Is there a correct distribution in terms of cognitive levels (Bloom's Taxonomy or any other taxonomy that may have been used)?
- Are the questions from which candidates must choose of equal difficulty level?
- Is the taxonomy used representative of the best and latest developments in the teaching of this knowledge field?
- Are the questions challenging and allowing for creative responses from candidates?

2.2.4 Types of questions

- Is there an appropriate distribution in the types of questions?
- Questions are according to the requirements of the subject policy documents.
- Main Categories of question types addressed:
 - Factual Recall
 - Multiple-choice
 - Open-ended (see Addendums N and O)

2.2.5 Marking Memo and assessment instruments

- Does the memo correspond with questions in the question paper?
- Does the memo give allowance for alternative responses?
- Does it facilitate marking?

- Is the marking memo laid out clearly and neatly typed?
- Is the marking memo complete with mark allocation?

2.2.6 Language and bias

Is the subject terminology used correctly?

- Is there an appropriate language register – for the level of the learner?
- Does the paper avoid gender, race, cultural, and assessment body bias?
- Are there any subtleties in the grammar that might create confusion?
- In the case of languages where learners are asked to summarise texts, are the texts of appropriate length, and is the level and complexity of the vocabulary appropriate?

2.2.7 Adherence to Assessment Policies / Guidelines

- Is the paper relevant to actual classroom practice, latest developments in the subject and current events?
- Are the levels of questions appropriate? Is there a grid indicating ability levels, percentage of various question types?
- Does the paper adhere to the format requirements of syllabus/guidelines?
- Does the paper cover the syllabus?
- Is the weighting and spread of content appropriate?

2.2.8 Overall impression

- Is the paper fair and of appropriate standard?
- Will the paper as a whole assess the outcomes, aims and objectives of the syllabus/policy documents?
- Recommendations for improvement or maintenance of standard
- Final acceptance/rejection of individual questions and whole paper needs to be substantiated

2.2.9 Examinations / tests are reflecting the learning outcomes and assessment standards

(Umalusi, 2008a:1-15).

The questionnaires were both sent to the sample schools and the completed questionnaires were then collected from schools, summarised and a frequency test done by the Cape Peninsula University of Technology.

3.7 POSSIBLE ADVANTAGES AND DISADVANTAGES OF WRITTEN QUESTIONNAIRES

A questionnaire was the chosen instrument for this research. Like any other research instruments, using questionnaires for research purposes can have advantages and disadvantages for the researcher.

Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas. Written questionnaires become even more cost effective as the number of research questions increases.

Although survey research, by definition, implies the use of some form of questionnaire to be administered to a sample of respondents, the questionnaire is simply one instrument that can be employed in the study of a research problem. As such, it may or may not be the most suitable tool for the task at hand. (Siniscalco and Auriat, 2005:4).

Advantages

Questionnaires are easy to analyse. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.

Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not cause people to become apprehensive.

Questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent (Siniscalco and Auriat, 2005:3-19).

Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he/she is free to complete the questionnaire in his/her own timeframe. Unlike other research methods, the respondent is not interrupted by the research instrument (Walonick, 2004:5).

Disadvantages

Two different indicators of teacher stability were operationalised in data collections conducted by UNESCO and the OECD during the mid 1990's. The UNESCO study examined the conditions of primary schools in the least developed countries (Schleicher *et al.*, 1995: 56-59) and the OECD study was focussed on the development Broad range of

indicators. These studies offer interesting examples of different approaches to indicator construction. For example, staff stability was defined on the basis of the number of years teachers had been at the school, but the indicator was constructed differently in the two surveys. (OECD, 1995:150-152). Staff stability was not looked at in the construction of the questionnaire.

One major disadvantage of written questionnaires is the possibility of low response rates. Low response is the curse of statistical analysis. It can lower our confidence in the results dramatically. Response rates vary widely from one questionnaire to another (10% - 90%). However, well-designed studies produce high response rates consistently (Walonick, 2004:5). In this case, the 15 schools were targeted and a low response rate was not experienced.

Another disadvantage of questionnaires is the inability to probe responses. Questionnaires are structured instruments and allow little flexibility to the respondent with respect to response format. In essence, they often lose the "flavour of the response", as respondents often want to qualify their answers. By allowing frequent space for comments, the researcher can partially overcome this disadvantage. Comments are amongst the most helpful of all the information on the questionnaire, and they usually provide insightful information that would otherwise have been lost (Walonick, 2004:5).

The questionnaire for this study provided ample opportunity for paragraph-type comments.

Nearly ninety percent of all communication is visual. Gestures and other visual cues are not available with written questionnaires. The lack of personal contact will have different effects depending on the type of information being requested. A questionnaire requesting factual information will probably not be affected by the lack of personal contact. A questionnaire probing sensitive issues or attitudes may be severely affected (Walonick, 2004:5). The results of the questionnaire were checked against other variables as well (see Table 3.12). Later in chapter 4 it will be explained which variables were used to largely verify the teachers' information.

When returned questionnaires arrive in the mail, it is natural to assume that the respondent is the same person you have sent the questionnaire to. This may not actually be the case. Many times business questionnaires get handed to other employees for completion. For a variety of reasons, the respondent may not be the intended person. It is a confounding error inherent in questionnaires (Walonick, 2004:5). In the case of this study, it was ensured that the teachers personally completed the questionnaire. Teachers had to sign a receipt document where they stated that the responses in the questionnaire were their own work.

Finally, questionnaires are simply not suited for some people. For example, a written survey to a group of poorly educated people might not work, because of a lack of reading skills. More frequently, people are negative towards written questionnaires, because of misuse (Walonick, 2004:5). Fortunately, the questionnaire was drafted to suit teachers; terminology was explained to them in many cases and also included a glossary.

3.8 Conclusion

All questionnaires were received from the selected schools. These results are interpreted in Chapter 4. It was also very important to make a validation of the teachers' score and to obtain a comparative score (Table 3.13). After these two processes had been completed, it became clear that a distorted picture would emerge at nine of the sample schools.

The analysis of both these questionnaires will be discussed in Chapter 4.

CHAPTER 4

DISSEMINATION OF RESEARCH RESULTS

4.1 INTRODUCTION

In this chapter the research data of the two questionnaires will be discussed. The supporting questions of the research question will be, where applicable, incorporated in the discussion.

The results of the two questionnaires were converted to an Excel file and handed to the statistics section of the Cape Peninsula University of Technology for processing. The raw, processed data of both Questionnaire One and Questionnaire Two, as completed by the statistics section, are attached to the thesis as Addendum C and Addendum D respectively. The researcher then used the processed statistics to analyse the data.

During the interpretation of the data by the researcher, the same numbering was used as in the two questionnaires in Chapter 3. The interpretation of the questionnaires was also linked to the supporting questions of the research question.

4.2 INTERPRETATION OF DATA FROM QUESTIONNAIRE 1

As already indicated, the questions in the questionnaire were divided into the following headings:

- Section 1A: Qualifications and Training
- Section 1B: Physical environment
- Section 2: Subject Planning
- Section 3: Assessment Tasks
- Section 4: Internal Moderation in Tourism
- Section 5: Moderation of the Examination Question Paper

4.2.1 Section 1A: Qualifications and Training

Questions 1.1 and 1.2 in the questionnaire

It was evident that the average number of years training per educator equals 4,4 years (Questions 1.1 and 1.2). This number of years reflected higher than the national average of 3.3 years per teacher (Johnson & Monk, 2000:183-184). In order to qualify as a teacher, a person may complete a four-year Bachelor of Education degree, a teacher diploma (three years) and an Advanced Certificate in Education (ACE) or an appropriate bachelor's degree, followed by a Post-Graduate Certificate in Education (PGCE). The latter qualifies a person to teach in either the Senior phase of the GET and FET band, or the Foundation and Intermediate Phases of the GET. Geography Teaching Method as an example is one of three major subjects taken in the PGCE (Secondary) course. Graduates with one year of Geography training at university level qualify to teach Grades 7 to 9. Those with two or more years of Geography training at university level, qualify to teach Grade 12. Universities offering teacher training enjoy a high level of autonomy in so far as curricula and modes of delivery are concerned. As a result, courses vary from one institution to another. At present, quality control is largely through peer evaluation by external examiners (Wilmot, 2005:155).

However, there were two teachers as indicated in the questionnaire, who only had 3 years official teacher training. Teacher training is sufficient, but the following summary regarding the number of years training in Tourism (Question 1.2) shows that only one out of the fifteen teachers had formal Tourism training. Formal training in this context implies a three-year course in Tourism at a university or college. The other fourteen teachers were therefore specialists in other subjects, but were currently teaching Tourism. The lack of training in Tourism as a subject may cause educators to have insufficient knowledge of subject content and therefore also ineffective teaching methodology. This is often observed during departmental training sessions where it is clear that these teachers struggle, for example, with concepts such as Sustainable Tourism and calculations of forex and time. Due to insufficient subject knowledge, the quality of assessment tasks and examinations are not always up to standard. This is then reflected in the quality of internal moderation at the school.

Question 1.3

Question 1.3 indicated that there was one teacher that had done a two year ACE course in Tourism. An ACE course is a course presented by a Higher Education Institution (HEI), which covers the subject content and is scheduled part-time over a two-year period. Of the initial 15 educators, there were only 2 who have a reasonable knowledge of the subject. This will obviously play a role in compiling quality questions in assessment tasks. At schools

where educators do not have formal training in Tourism as a subject, the moderation of tasks and examinations will only cover the basic requirements of the SAG.

Questions 1.4 and 1.5

For Question 1.4 there were only 3 teachers who had indicated that they had not attended any departmental courses. Departmental courses are offered to teachers on a regular basis to improve their subject content knowledge. However, for Question 1.5 it was indicated that all the teachers had attended one or other training session. These sessions usually deal with methodology and are not content driven. Added to that is the huge amount of unfamiliar content for teachers who have no training as subject specialists, which affects other aspects of quality assurance. The lack of content knowledge is supported by the results of Questions 3.2.10 and 5.5.1. Teachers therefore had limited subject knowledge and consequently content does not come to its right. This influences the teachers' ability to set up questions on a high cognitive level and their judgement where the validity of assessment tasks is concerned, since the correct use of content in the correct tourism context cannot be guaranteed.

Reliability was previously of more importance than validity, the latter referring to whether the test or task measures what is intended to be measured. However, the importance of the validity of assessment increased over the last two decades (Grima, 2003:n.p.), mainly because, as Gipps (1999:352) explains:

"... the focus has shifted towards a broader assessment of learning, enhancement of learning for the individual, engagement with the student during assessment, and involvement of teachers in the assessment process."

According to Grima (2003:n.p.), the rise of school-based assessment is a result of this change. There are a number of advantages when classroom-based assessment is included in external examinations. Taylor (2003:1-7) summarises these advantages into four useful categories, namely:

- Evidence that teachers are preparing students to meet mandated curriculum and performance standards (opportunity to learn)
- Broader evidence about student achievement than what can be obtained from examinations administered in a brief period
- Opportunities to assess knowledge and skills that are difficult to assess via standardised large-scale tests/examinations

- Opportunity to include work that more closely represents the real contexts in which knowledge and skills are applied

The researcher agrees with the fact that SBA is necessary for the subject Tourism. Opportunities should be created to include work that represents the real contexts in which knowledge and skills are applied more closely. These four advantages, as illustrated by Taylor, will be severely compromised by a lack of Tourism subject content knowledge. It also impacts on the application in class of the practical component or Practical Assessment Task (PAT).

What is in fact positive is the number of years teaching experience of the Tourism teachers. The average number of years experience is 20,6 years (Question 1.6). Although the years experience is high, it does not necessarily indicate experience in Tourism tuition. Teachers have gained experience in other subjects such as Geography, History and Business Studies and can thus now use their experience to prepare themselves better for a new subject with its unique methodology. The critical point to be made here is that, although educators are incorporating the backgrounds of other subjects, their lacking subject knowledge in Tourism leads to assessment tasks and examination papers of limited quality.

4.2.2 Section 1B: Physical Environment

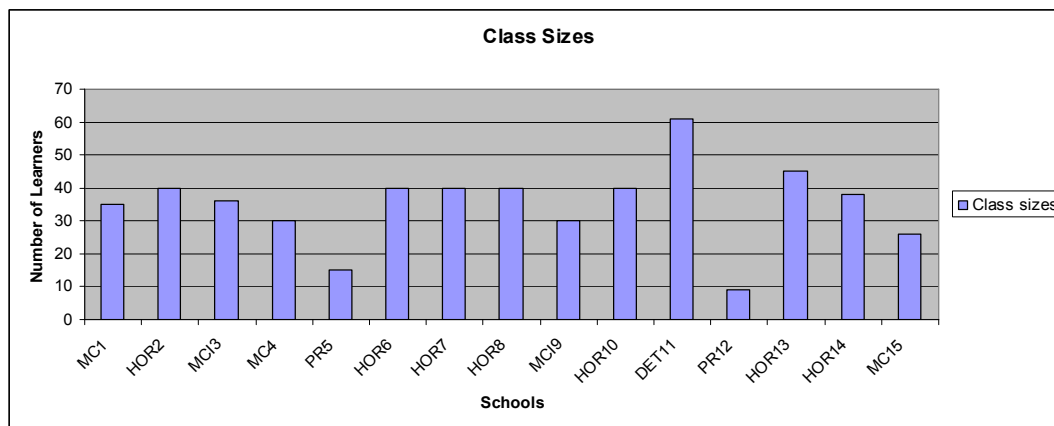
The physical class environment also plays an important role in the tuition of the Tourism educator. In some schools no electricity is available for some part of the month and no electronic equipment, such as data projectors, is available. Poor socio-economic problems of many learners, such as shortages of learning material and large classes, also place a limitation to the extent and effectiveness in which internal moderation of assessment tasks and examinations can take place. Poor teaching conditions will therefore limit the quality of the moderation process. Three questions are posed in this section, that relate to:

- Problems experienced in general
- Shortages of learning, teaching and support material (LTSM)
- Class sizes

Major problems are experienced regarding crime and poverty in some school communities. Only 5 schools indicated that they had no major problems regarding the above issues. The schools that indicated crime, poverty, weak discipline and drugs misuse, were also the schools that have teachers with a lack of teacher training and big class sizes. These schools also indicated in Table 4.1 that they had shortages of books, tourism magazines and electronic equipment, such as data projectors and interactive white boards.

Class sizes also play an important role in the effective tuition of the subject. In most public schools the teacher-learner ratio in the FET band is 1:35. It also determines to a great extent the time that an educator has available for administrative work and in this case, internal moderation.

GRAPH 4.1: CLASS SIZES



Graph 4.1 shows that there were 9 schools that had class sizes of 36 and more in Grades 10 and 11. In one class there were 61 learners. This school, DET 11, also featured in Table 1, comparing training, poverty and class sizes. This means that school DET 11 has a high learner poverty rate, large classes and teachers lack comprehensive training in Tourism. It must also be taken into account that Tourism is a subject with a practical component of 25% of the final promotion mark. The subject also needs to be taught with different methodologies, for example visually through electronic presentations, presentations from experts from the industry and excursions. Large class sizes, as summarised in Graph 1, will have a negative impact on the didactical side of teaching and learning, especially where teachers lack content knowledge. Large class sizes do not need to be a distracter *per se*, but could be a contributing factor to poor performance in conditions of high poverty of communities and lack of resources.

The correlation between lack of teacher training, challenges with the physical school environment, shortages and class sizes can be illustrated as follows:

TABLE 4.1: THE CORRELATION BETWEEN TEACHER TRAINING, PHYSICAL SCHOOL ENVIRONMENT, HIGH POVERTY RATE, SHORTAGES AND CLASS SIZES

SCHOOL	NO TRAINING	NO DEPARTMENTAL TRAINING COURSE	HIGH POVERTY RATE	LARGE CLASS SIZES
HOR 2	✓	✓	✓	✓
HOR 6	✓	Attend one Course	✓	✓
HOR 7	✓	Attend one Course	✓	✓
MCI 9	✓	✓	✓	✓
HOR 10	✓	Attend one Course	✓	✓
DET 11	✓	Attend one Course	✓	✓
HOR 13	✓	Attend one Course	✓	✓

Of the remaining 8 schools of the sample, 5 also fit at least two of the above-mentioned criteria, namely High Poverty Rate and Large Class Sizes.

Much of what the NCS demands from teachers, have been channelled via "circulars and workshops — some of which were "very poorly conducted," according to teachers, and in some cases have left teachers even more confused (Vandeyar, 2005:463). How do teachers cope at the interface of these conflicting paradigms? The difficulties being experienced by teachers are not surprising, because it is very challenging for teachers to change practices that are closely embedded within their whole pattern of pedagogy (Vandeyar, 2005:463).

It is important to realise that when professional confidence and interpretation of policy manifest in practice, they are underpinned by teachers' particular assumptions, values and frames of reference. In this sense, adopting an emancipatory approach is a political act in so far as teachers' assumptions and values may be in conflict with those of policy implementation through their administrative interpretation of policy texts (Proudford, 1998:135-139).

In conclusion to this section of the questionnaire, evidence from the observation of assessment, didactical practices and training of teachers indicated that they were struggling to make sense of the demands that were being placed on them (Harley & Wedekind, 2004:195-205). One of these demands is the practice of internal school moderation. Although some teachers consider internal moderation as a demand, internal moderation as indicated in Chapter 2, is an international practice that enhances quality assurance on school level.

4.2.3 Section 2: Responding to Subject Planning

Section 2 focused on subject planning and the teacher's response to this. The following supporting questions to the research question involved in this section were:

- What quality assurance processes are available in schools?
- To what extent does moderation of assessment occur?

2.1 Does your school have an Assessment Policy?

In this question, only 66% of the teachers that were part of the sample had indicated that an assessment policy existed at their schools. A moderation policy had to be included in an assessment policy, the latter being regarded as an official policy (Government Gazette, 2006b:8). This implied that there was no structured moderation process at some of the schools. This question also correlated to the findings in the second questionnaire where this question was posed to the principal or school management team. See also the results of Questionnaire 2 (See Addendum B) on the moderation process. In Question 2.5, 8 schools indicated that they had a moderation policy for Tourism.

2.2 Does your subject have an Assessment Policy?

Another challenge is that nearly half of the teachers in the sample did not have an own subject assessment policy and therefore had no structured assessment policy or process to guide assessment in Tourism. Only 50% of the teachers had a subject assessment policy, which correlates with Question 2.5, where 8 schools indicated that they have a moderation policy for Tourism.

2.3 Do you have the Tourism NCS Gr. 10 -12 Learning Area Statement and Assessment Guidelines?

Only one teacher indicated that he did not have the Learning Area Statement and the Assessment Guidelines for Tourism available. These two documents are the core policy documents with which teachers have to engage and it therefore implies that the teacher does not adhere to the assessment requirements for Grades 10 – 11. Internal moderation was therefore severely compromised.

2.4 Do you have an educator's portfolio available?

The results from the questionnaire for Questions 2.3 and 2.4 showed that only teachers who were offering Grades 10 and 11 Tourism did not have the Learning Area Statement and Assessment Guidelines, which are the policy documents. Without these documents no valid and reliable assessment and moderation can take place.

2.5 Do you have a Moderation Policy for your subject?

Question 2.5 correlates with Question 2.2 on the assessment policy (see above), although one teacher less indicated the absence of a moderation policy for the subject.

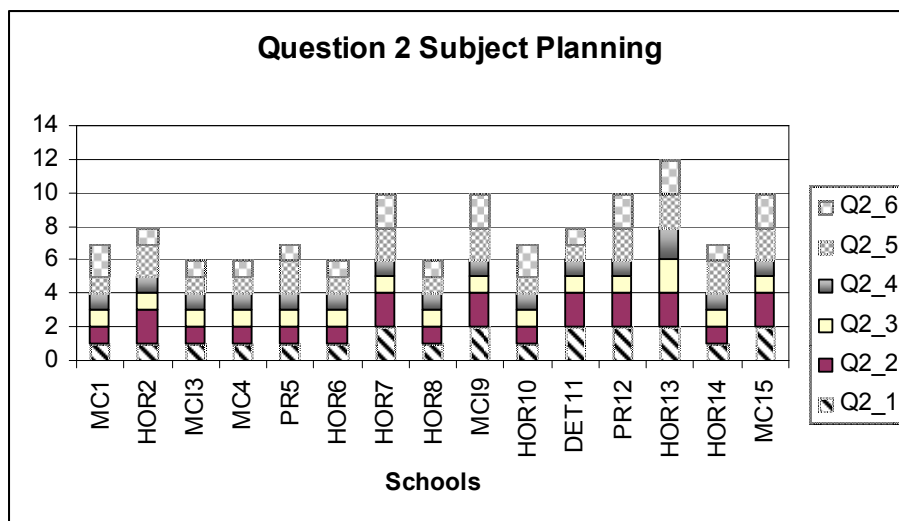
2.6 Are you familiar with all the policy documents?

Although teachers indicated in Question 2.4 and 2.5 that they had the basic policy documents, nearly 50% indicated that they were not familiar with these documents.

The danger exists that, although teachers have the documentation in their possession, they might not necessarily be confident with the assessment documents. This influences their assessment skills, as well as the extent to which internal moderation of assessment tasks and examinations takes place.

Only a yes/no answer were requested for the six questions in Section 2, Subject Planning. The statistician awarded a numeric value of one (1) for a "yes" answer. For a 'no' answer, a numeric value of two (2) was allocated. Therefore an educator who has scored a numeric value of 6 for assessment planning is doing good planning. As from the value of 8, it means that an educator has already omitted two important items from their planning. It thus means that the teacher's planning is not up to standard. The graph (4.2) below shows clearly which teachers were doing effective planning.

GRAPH 4.2: SUBJECT PLANNING



In conclusion to this section on subject planning, it is clear from the above graph that only 8 schools had an effective planning system for Tourism. There were seven teachers who were not so familiar with subject and assessment planning. In one case, HOR13, the teacher indicated a 'no' answer to all the questions.

Section 3.1: Using the Principles of the NCS in Planning

3.1.1 Outcomes-Based Education

From Question 3.1.1, it was clear that 53,3% of the teachers of the sample schools used OBE principles of assessment in planning for assessment and moderation and 33,3% of teachers applied these principles only sometimes. A concern was that 2 teachers responded that they used it on an *ad hoc* basis. One of these OBE principles is the importance of criteria-referencing in assessment. This meant that the two teachers' assessment practices did not incorporate this principle and therefore would not be part of a moderation policy.

3.1.2 High level of knowledge, skills and Integration and applied competency

The results of Questions 3.1.2 and 3.1.3 addressed the way in which Tourism teachers integrated high levels of knowledge, skills and applied competency into assessment tasks. Only 46,7% of the sample responded that they incorporated activities with a high level of knowledge and skills in their tasks on a regular basis. Only 20% of the sample integrated knowledge from other subjects and applied competency in tasks.

3.1.3 Inclusion (with regard to barriers of learning) and Transportability

In the sample group, 46,7% of the teachers indicated that they rarely addressed inclusion or only do it on an *ad hoc* basis. This implied that a huge number of learners, who were experiencing barriers to learning, were dealt with in the same way as other learners during their assessments.

3.1.4 Human Rights, Inclusivity, Environmental and Social Justice (also an aspect of HIV and Aids)

Human Rights, inclusivity, environmental and social justice were included in the planning of 80% of teachers, although 40% of these teachers in the sample indicated that they included these principles only sometimes.

3.1.5 Indigenous knowledge systems

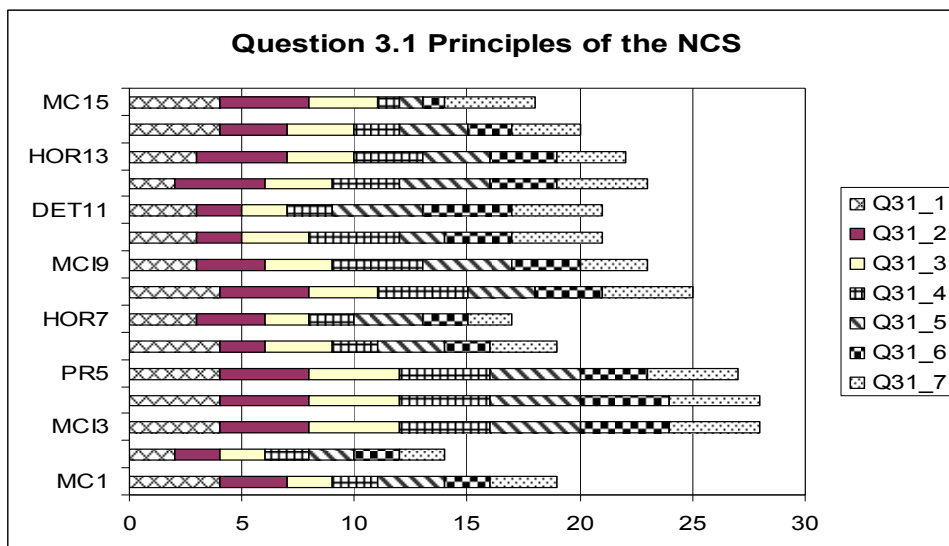
Only 3 (20%) teachers indicated that they often addressed indigenous knowledge systems in their planning. In Tourism, this principle can be used very effectively and link up with Learning Outcome 2, Sustainable Tourism. This outcome includes the contribution of local communities in Tourism and the concept of sustainability.

3.1.6 Believability, quality and effectiveness

At least 86,6% of teachers in the sample said that quality and effectiveness were evident in their planning, although 33,3% indicated that they only complied sometimes. In a way, these results contradict the findings in Questions 3.1.2 (High level of knowledge and skills and

Integration and Applied Competency). This finding in 3.1.7 confirms the suspicion that has already been discussed, that teachers were convinced that their assessment and tuition were on a high level, and then discover that it was not up to the required standard.

GRAPH 4.3: QUESTION 3.1 PRINCIPLES OF THE NCS



Graph 4.3 shows the results from the questionnaire per school for the 7 questions on the principles of the NCS. The bars are positioned horizontally. Evidence from the graph indicates that some schools are struggling to introduce the principles of the NCS as part of their planning. A cut-off score of 20 (arbitrary) is satisfactory. The sample indicated that 5 schools (33%) were not effectively using the principles of the NCS in their planning. If one compared the previous results from the questionnaire regarding training, departmental courses attended, poverty rates of schools, class sizes and scores from using the principles of the NCS, a correlation between these indicators was visible. See the correlation between using the principles of the NCS, physical environment and training of some of these schools in Table 4.2.

TABLE 4.2: CORRELATION BETWEEN LACK OF TEACHER TRAINING, POVERTY RATES, LARGE CLASS SIZES AND PLANNING

SCHOOL	NO TRAINING	NO DEPARTMENTAL TRAINING COURSE	HIGH POVERTY RATE	LARGE CLASS SIZES	SCORE AS ON QUESTION 1.3
MC1		Attend one Course			18
HOR 2	✓	✓	✓	✓	13
HOR 6	✓	Attend one Course	✓	✓	18

HOR 7	✓	Attend one Course	✓	✓	16
MC15	✓	✓	✓		17

With the exception of school MC1, it was clear that there was a correlation between lack of training in Tourism, high poverty rates, large class sizes and the teachers' score on Question 1.3. – using principles of the NCS in their planning.

4.2.4 Section 3.2: Planning and compilation of Assessment tasks

Question 3.2 in the questionnaire dealt with the 10 questions below that were posed directly to the teachers. These questions gave an indication as to what extent the teacher was using assessment, formal recording, outcomes and assessment standards during planning. These questions provided direct answers to the following supportive questions of the research question (see Chapters 2 and 3).

- In which ways do schools comply with FET NCS assessment and moderation requirements?
- Do quality assurance practices ensure that learning and thinking skills are developed?
- To what extent does moderation of assessment occur?

The summary below simplifies the task of the reader to obtain an image of the questions. The nature and compilation of the questions were already discussed in Chapter 3.

- 3.2.1 I am planning according to the learning outcomes and assessment standards.
 3.2.2 I am using the critical outcomes.
 3.2.3 I cover all the assessment standards during the year.
 3.2.4 I do not assess all the assessment standards.
 3.2.5 In my planning, I am also integrating outcomes and assessment standards.
 3.2.6 I record all assessment on my recording sheets.
 3.2.7 I only record the prescribed tasks formally.
 3.2.8 In my planning I am also making provision for learners with learning barriers.
 3.2.9 I am planning for a variety of assessment strategies [*This also implies a variety of assessment instruments*].
 3.2.10 My assessment tasks are covering several cognitive levels (see Bloom).

3.2.1 I am planning according to the learning outcomes and assessment standards

Less than 50 % of teachers indicated that they were planning continuously, while considering the learning outcomes and assessment standards. A concern was that 2 schools indicated that they only use learning outcomes and assessment standards sometimes.

3.2.2 I am using the critical outcomes

Only 46,7% of teachers indicated that they use the critical outcomes on a regular basis.

3.2.3 I cover all the assessment standards during the year

The results reflected that most teachers tried to cover the assessment standards during the year. In the Tourism LPG, the content framework is aligned with the assessment standards (DoE, 2008a:27- 48). If schools did not cover all the assessment standards, it meant that they also did not cover all the prescribed content.

3.2.4 I do not assess all the assessment standards

Eight (8) teachers indicated that they did not assess all the assessment standards. This finding implied that teachers were not assessing content covered by the assessment standards. In some subjects it is possible to cover some assessment standards informally, for example in Design and Life Orientation, where some assessment standards are addressed, but not always formally assessed. In Tourism Grades 10 – 11, all the assessment standards must be formally assessed.

3.2.5 In my planning, I am also integrating outcomes and assessment standards

It is important for teachers to integrate two or more assessment standards in an assessments task. In some cases, assessment standards cannot be assessed in isolation. Where applicable and logical, assessment standards within different learning outcomes can also be clustered and integrated.

Just more than 50% of the teachers indicated that they were able to integrate different learning outcomes in their planning, i.e. they were able to address more than one outcome at once within one subject. In practice one often realises that some educators are trying to teach each learning outcome and assessment standard individually, which is an impossible task. To teach effectively, assessment standards need to be clustered, which implies that more than one assessment standard are addressed and assessed simultaneously, which will prevent over-assessment.

3.2.6 I record all assessment on my recording sheets

There are formal recording sheets available for recording in Tourism. Only 47,7% of teachers indicated that they completed these sheets regularly. It meant that their School-Based Assessment (SBA) marks and final examination marks for the year end were not calculated correctly and could disadvantage the learners. The Subject Assessment Guidelines (SAG) and the Protocol on Recording and Reporting stipulate that formal tasks must be formally recorded (DoE, 2008b:5; Government Gazette, 2006b:13-14). At least 11 schools indicated that they were recording their formal tasks. Four schools in the 'not yet too often' range indicated that they were struggling with recording.

3.2.7 I only record the prescribed tasks formally.

The information revealed that at least 73% of the Tourism teachers were recording the prescribed assessment tasks formally (also see Question 3.2.6 above). While Question 3.2.6 enquires whether teachers were recording all assessments formally, this question was concerned with the formal recording. It is a concern that 27% of the educators in the sample indicated that they seldom do it or were not doing it yet. It implied that formal tasks, which included at least one examination, were not done. This therefore reflected on the standard of quality assurance at the school, as well as the internal moderation of assessment for the subject.

3.2.8 In my planning I am also making provision for learners with learning barriers

Only 43% of the teachers in the sample indicated that they incorporated adapted or alternative assessment in the planning of assessment tasks, to accommodate learners who were experiencing barriers to learning. In South Africa, White Paper 6 gives guidance about alternative and adapted assessment. The result of this question implied that more than half of the educators did not regard this as a priority and were not adjusting their assessment accordingly. The exclusion of alternative assessment was also supposed to be detected during an internal moderation process.

3.2.9 I am planning for a variety of assessment strategies

It was clear that 70% of the teachers indicated that they used a variety of assessment strategies. Although this was praiseworthy, it was not supported by Questions 3.2.4 and 3.2.5. The correlation between this question and other questions, also in Section 4, was not high. Teachers were trained on numerous occasions with regard to the procedures to be followed in order to set an assessment strategy (Punt, 2003:1). It seemed that teachers did not really understand the concept of *Assessment Strategies*, which consisted of the following four components:

An Assessment strategy can consist of planning an **assessment task**, performed by a learner, yielding data **collected** by one of several methods and analysed by **an assessor** using an **assessment tool** (Punt, 2003:1).

3.2.10 My assessment tasks are covering several cognitive levels.

This aspect was already discussed in Chapter 3. The Subject Assessment Guidelines (SAG) refers to the adjusted Bloom's taxonomy, now functioning on four levels (DoE, 2008b:12). Only 53% of the sample indicated that they were constantly making use of different cognitive levels during assessment tasks and examinations. 26% of the sample indicated that they do it regularly and 20% indicated that they sometimes do it. This is very concerning, since all

examinations and tests are supposed to be set up according to these guidelines. This further implied that learners in Grade 10 and 11 were under the impression that their answers were up to standard and then they perform poorly in the Grade 12 external examination, because they were not exposed to questions on different cognitive levels in Grade 10 and 11.

A summative table (Table 4.3) with the results of Section 3 appears below. The challenge for the researcher was to obtain a normative score that could reflect the overall assessment planning of the Tourism teachers in the sample in an acceptable way. Ideally, one should argue that teachers should at least have a score of 35 or higher out of 50. That will indicate that their planning was in line with policy, as the ten questions indicated. If one should consider 30 as an acceptable arbitrary value, there were numbers of schools who appear below the cut-off mark of 30. To have obtained a mark of 30, the teachers' answers must have had an average weight value of at least 3 for the ten questions in the questionnaire.

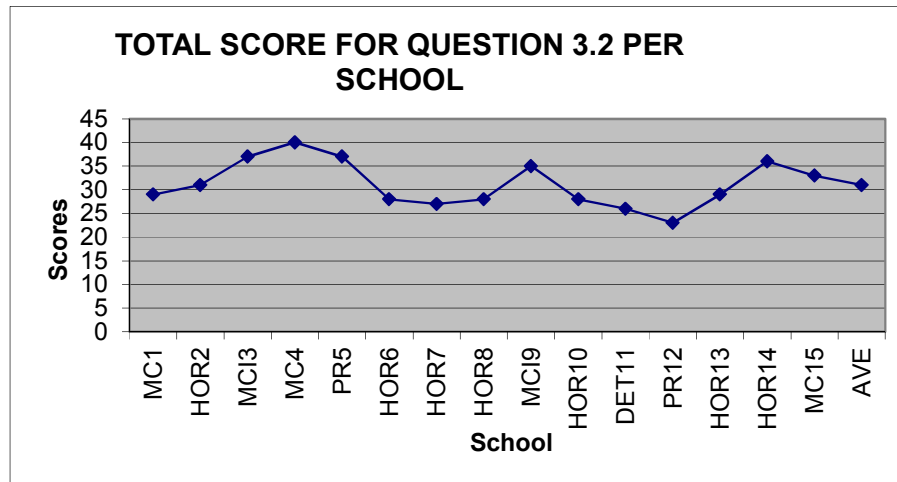
TABLE 4.3: INDIVIDUAL AND TOTAL SCORES FOR QUESTION 3.2

SCHOOLS	Q3.2.1	Q3.2.2	Q3.2.3	Q3.2.4	Q3.2.5	Q3.2.6	Q3.2.7	Q3.2.8	Q3.2.9	Q3.2.10	TOTAL
MC1	2	2	3	2	2	4	5	3	3	3	29
HOR2	3	2	3	3	4	3	5	2	3	3	31
MCI3	4	4	4	2	4	5	2	4	4	4	37
MC4	4	4	4	4	4	4	5	3	4	4	40
PR5	4	4	4	4	4	4	1	4	4	4	37
HOR6	3	2	3	2	3	3	5	2	2	3	28
HOR7	3	3	3	2	2	2	4	2	3	3	27
HOR8	4	3	4	2	3	3	4	1	2	2	28
MCI9	3	3	4	4	4	4	4	3	3	3	35
HOR10	4	3	4	1	4	3	3	2	1	3	28
DET11	3	2	2	3	3	3	3	3	2	2	26
PR12	2	1	3	2	1	3	5	3	1	2	23
HOR13	3	3	3	3	3	2	4	2	3	3	29
HOR14	4	3	4	4	4	4	4	3	3	3	36
MC15	4	4	3	3	4	4	4	1	3	3	33
	50	43	51	41	49	51	58	38	41	45	467

The calculation shows that a value of 31 was the average value for the 15 teachers on this topic of planning. If one studies the table (Table 4.3), it is apparent that a number of schools were still scoring below the average for the sample with regard to the planning and completion of assessment tasks. Schools MC1, HOR6, HOR7, HOR8, HOR10, DET11 and

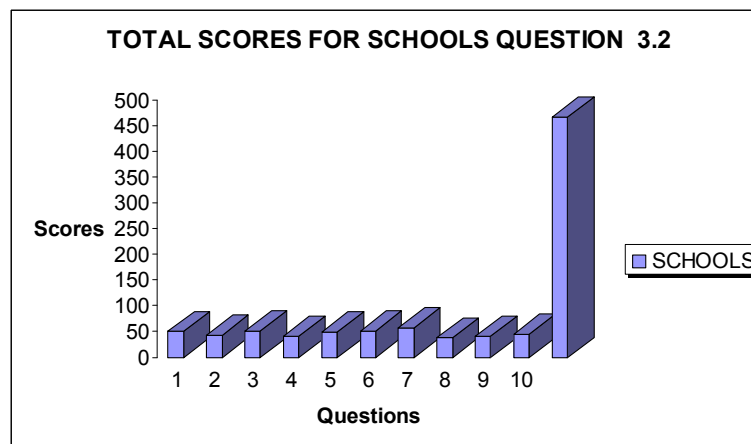
PR12 were below the average of the sample, namely 31. This is clearly illustrated in the graph below (Graph 4.4). The graph allocates an average weight value of 31.

GRAPH 4.4: TOTAL SCORE FOR QUESTION 3.2 PER SCHOOL - PLANNING



It is also clear from Table 4.3 that if the totals of the 10 questions are considered, the results of some questions are totally dissatisfactory. Questions 3.2.2, 3.2.4, 3.2.8 and 3.2.9 are problematic and also indicate a void in the system. These problematic results have been listed in Table 4.8 at the back page of this chapter. Internal moderation will have to make provision for these aspects. These gaps at schools are clearly visible in the graph below.

GRAPH 4.5: TOTAL SCORES FOR SCHOOLS, QUESTION 3.2 - PLANNING



From Table 4.3 and Graph 4.5 it is clear that there are still challenges for all schools regarding Questions 3.2.2, 3.2.4, 3.2.8 and 3.2.9.

4.2.5 Section 4: Internal moderation for Tourism by Teachers

As already discussed in Chapter 3, the questions in Section 4 of the questionnaire relate to the teachers' use and understanding of internal moderation.

In Question 4.1 teachers were supposed to give a short explanation of what their understanding of the concept of internal moderation was. This part closely linked with the supporting question of the research question: 'To what extent does moderation of assessment occur?' Their answers were cryptically summarised. In some cases the answers of some schools were almost identical and the column below indicates the different answers.

- That 10% of work that is done should be checked to ascertain whether it is completed and done correctly.
- See all assessment is done according to SAG
- Reviews tests, examinations
- To measure and evaluate the quality of the subject
- Moderation of work by a senior
- HOD must ensure that everybody is up to standard
- Establishing a standard within the school
- Knowledgeable colleague must check
- Of planning, question papers and memorandum
- Moderation in school by HOD
- Moderate each other's work according to a checklist

It was very evident from the answers in the summary above that most educators were of the opinion that moderation was a process during which a colleague or head of department had to check the quality of the work according to a form. It was also clear that the majority of educators believed that it pertained to work already completed. Only one teacher referred to the process of planning of the task, the question paper and memorandum as part of the moderation process. No educator elaborated on any characteristics of moderation as such.

Questions 4.2.1 to 4.2.3 deal with: "Do I moderate the examination paper and the answer sheet? Do I moderate the quality of the question paper? Are questions addressed on different cognitive levels?" In all three of these questions, more than 80% of the teachers responded with a "yes" answer. This confirmed the answer in Question 4.1 which entailed that teachers associated internal moderation to a large extent with examinations and not with other assessment tasks.

In the Examination Report of 2008 Umalusi, the South African Quality Assurer refers specifically to quality tasks and items:

"Standard and quality of the tasks: It was found that developing good reliable items is still a challenge to most of the teachers. The use of exemplars to maintain good standard is not a long-term solution to the problem. Teachers must

be trained and encouraged to develop their own items that suit their learners' context, and, where teachers use exemplars, these need to be adapted. The recycling of exemplars is to be discouraged" (Umalusi, 2008:16).

It is clear that teachers have not as yet mastered the key principles of moderation. These characteristics, as well as those of assessment were covered in Questions 4.3.1 to 4.3.6. These questions link closely with the supporting question of the research question, namely: "How does internal moderation form part of the quality assurance process?"

Question 4.3 focused on the extent to which teachers were already addressing certain aspects of internal moderation in tasks:

4.3.1 Was the task valid?

A complete description on validity can be found in Chapter 3.

An assessment is valid when it:

- is appropriate to purpose (e.g. a practical assessment should be used to assess practical skills)
- allows the production of the evidence of candidates' performance which can be measured against standards defined in the qualification
- allows candidates to produce sufficient evidence of all the skills and knowledge required to satisfy standards in the qualification
- facilitates the making of reliable assessment decisions by all assessors for all candidates
- is accessible to all candidates who are potentially able to achieve it (SQA, 2001:3).

The sample indicated that 73,3% of teachers were checking validity on an *ad hoc* basis only. This is a crucial aspect that needs attention from schools and education authorities.

4.3.2 Was it fair?

Assessment procedures should be fair. The assessment process should be clear, transparent and available to all learners. Learners must know which outcomes the educator will be assessing, when they will be assessed, how they will be assessed and how they will be evaluated or marked - the criteria by which the learners' demonstration of learning will be judged. Only 67,3% of the sample schools did this continuously and 88,7% on an *ad-hoc* basis.

4.3.3 Was it reliable?

Reliability of assessment was discussed in Chapter 3. The sample revealed that 73,3% of teachers only checked reliability on an *ad hoc* basis. It questions the consistency with which teachers are doing their assessment.

4.3.4 Both the assessor and learners follow the procedures during assessment?

The assessment process should be clear, transparent and available to all learners. The assessment process was discussed in Chapter 3. The learners need to have the criteria and assessment instrument prior to the assessment. Only 33,3% of the sample schools did this continuously.

4.3.5 The integrity of the assessment process was maintained throughout?

A total of 60% of teachers indicated that they seldom or only on an ad-hoc basis monitored the integrity of the process. This implied that learners in different classes in the same grade were assessed differently, or the assessment was not reliable. This can eventually impact on the result of the internal qualification. One can thus argue that the larger the school, the larger the problem becomes.

4.3.6 Was feedback given to learners after the assessment?

Feedback of findings forms an integral part of assessment and moderation. Feedback can be seen as diagnostically, i.e. where to apply support to both the learner and the assessor. Only 46,7% of the sample revealed that they continuously gave feedback to learners.

The summary of the questions in Section 4 below can be used in conjunction with Table 4.4 and Graphs 4.6 and 4.7 to do an analysis of educators' customs in terms of moderation.

1 = seldom

2 = on a *ad hoc* basis

3 = continuously

4.3.1 *Was the task valid?*

(The learner's own work; LO's addressed content as well as skills, knowledge)

4.3.2 *Was it fair?*

(All learners had access to LTSM, adequate time, race, religion, sex - no discrimination)

4.3.3 *Was it reliable?*

(Instructions for assessment were clear, instrument clear, moderation took place before assessment, sufficient evidence)

4.3.4 *Both the assessor and learners follow the procedures during assessment?*

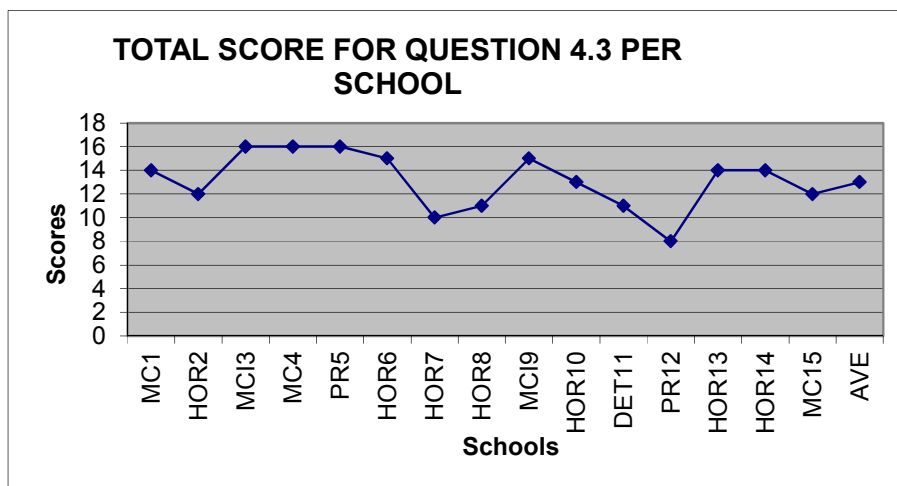
4.3.5 *The integrity of the assessment process was maintained throughout?*

4.3.6 *Was feedback given to learners after the assessment?*

TABLE 4.4: THE EXTENT TO WHICH TEACHERS ARE ALREADY ADDRESSING THE FOLLOWING ASPECTS OF INTERNAL MODERATION IN TASKS

School	Q43_1	Q43_2	Q43_3	Q43_4	Q43_5	Q43_6	Total
MC1	2	2	3	2	2	3	14
HOR2	2	2	2	2	2	2	12
MCI3	3	2	3	2	3	3	16
MC4	3	2	2	3	3	3	16
PR5	3	2	2	3	3	3	16
HOR6	2	2	2	3	3	3	15
HOR7	2	2	2	2	1	1	10
HOR8	2	1	2	2	2	2	11
MCI9	2	3	2	2	3	3	15
HOR10	2	2	3	3	2	1	13
DET11	2	2	2	2	1	2	11
PR12	1	1	1	2	1	2	8
HOR13	2	2	2	3	3	2	14
HOR14	2	2	2	4	2	2	14
MC15	2	2	2	1	2	3	12
TOTAL	32	29	32	36	33	35	197

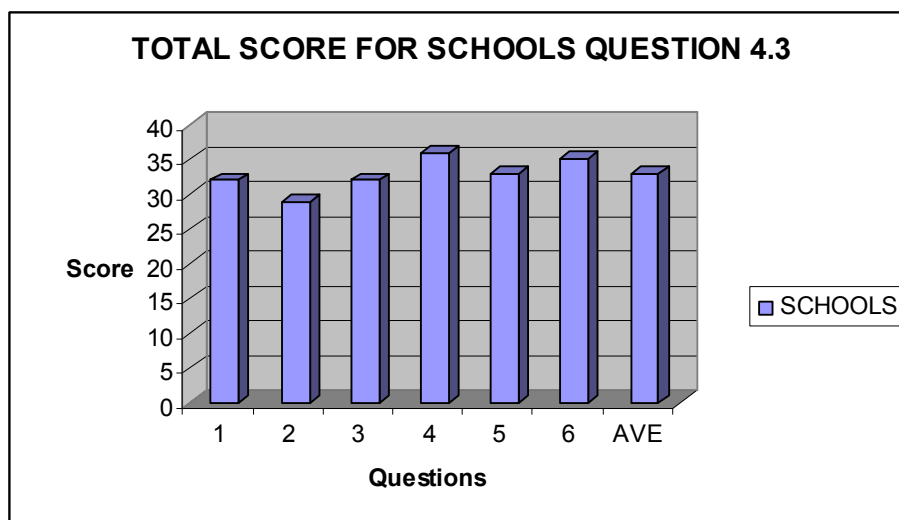
GRAPH 4.6: TOTAL SCORE FOR QUESTION 4.3- THE EXTENT TO WHICH TEACHERS ARE ALREADY ADDRESSING CERTAIN ASPECTS OF INTERNAL MODERATION IN TASKS



It is clearly evident in Table 4.4 and Graph 4.6 that there was a number of teachers who did not yet meet the requirements regarding internal moderation, as indicated in the Subject Assessment Guidelines and Umalusi documents. If the measuring scale in this section is

considered, it is clear that there were three levels. It is debatable what a reasonable score should be that a teacher must acquire in order to do moderation effectively. A total value of 18 would indicate that a teacher had achieved a full mark score in each of the six sections. It will also be noted that three schools have a weight value of 16. A mean value of 14 for all the schools means that there were still gaps in some of the 6 aspects. It also indicates that 8 schools had a weight value of 14 and below.

GRAPH 4.7: TOTAL SCORE FOR SCHOOLS FOR QUESTION 4.3 - THE EXTENT TO WHICH TEACHERS ARE ALREADY ADDRESSING CERTAIN ASPECTS OF INTERNAL MODERATION IN TASKS



It can also clearly be seen in Graph 4.7 and Table 4.4 that some schools are experiencing problems with the aspects regarding internal moderation. The total weight value for the 15 schools per question is 45. It is clear that there are gaps in the system, especially in terms of Questions 4.3.1-4.3.3.

These gaps will be addressed in Chapter 5, where it will be explained how to support educators by using a practical instrument. This then only links closely with the supporting question of the research question: "What must a common moderation instrument look like?"

4.2.6 Section 5: Moderation of examination question papers

The last section in the first questionnaire dealt with the moderation of internal examination paper by teachers or their H.O.D.

This section tried to find an answer to one of the supporting questions of the research question, namely: "*Does internal moderation moderate SBA tasks and internal examinations?*"

5.1 There is a matrix for tests or examinations available for planning.

All other eight items in this section on moderation of examination papers were linked to item 5.1. In a planning matrix, all other mentioned items could be incorporated to ensure that the quality of the examination was maintained. All respondents indicated that they never used a planning matrix to set examination papers.

5.2 *Examinations / tests are reflecting the learning outcomes and assessment standards*

Because of a lack of a planning matrix, 80% of schools from the sample indicated that the learning outcomes or assessment standards were reflected in their examination papers and tests. It seems that they guide themselves only by text books and content. The Grade 12 NSC final examination papers are set according to the learning outcomes and assessment standards. The final examination papers are set with a planning matrix.

5.3 *Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines*

Only 40% of teachers indicated that they only used questions on different cognitive levels at regular intervals. The policy document, the Subject Assessment Guidelines (SAG), prescribes the regular use of questions on different cognitive levels. These results also link up to the result in Question 5.5.

5.4 *Weights per learning outcomes, as determined in the assessment guidelines, are followed*

Only 33,3% of the teachers indicated that they always followed the weighting of the LOs, as indicated in the Subject Assessment Guidelines (SAG). That implied that in the case of 10 schools, the requirements of the SAG were not implemented.

5.5 *I use taxonomies when compiling a question paper for the exams*

The Subject Assessment Guidelines determine that questions are to be set on different cognitive levels (DoE, 2008b:12) ;(See Chapter 3). Although this has been prescribed, only one school indicated that they applied different cognitive levels continuously within examination papers and tests. Nine teachers indicated that they often set questions using taxonomies. The researcher looked at Grade 10-11 tasks and tests of the sample schools. It was clear from these tasks and tests that teachers do not understand differences between cognitive levels very well. The danger existed that many teachers involved with Grade 10-11 are posing questions on the wrong levels and learners then discover in the Grade 12 external examinations that questions were on a higher level than those to which they had been exposed to.

5.6 The examination instructions are clear to the learners

This is one of the most important aspects of setting an examination paper or tasks, especially in South Africa where the language used in the paper is not the home language of many learners, but sometimes even their second additional language. Therefore examination instructions should be very clear to learners. Here 46,7% of the teachers in the sample indicated that they only attended to this issue on an irregular basis. Only 13,3% of teachers claimed that they always address this issue.

5.7 The questions and assignments are continuously linked with the expected answers

It was clear from the questionnaire that teachers were unsure whether the expected answers correlated with the questions asked in the examination paper. Only 5 teachers from the sample (33,3%) indicated that the expected answer always correlated with the question. The result of this question correlates with the results of Question 5.7 and Questions 1.2 – 1.4 with regard to teachers' qualifications in the subject Tourism and further training in the subject. The less trained teacher is unsure about the acceptable variations of answers from different learners in the examination papers.

5.8 The mark allocation is clear

Only 4 teachers had indicated that the mark allocation was always clearly revealed to learners. It was also evident that this answer correlated to a great extent with the answer in Question 5.8. On the contrary, 5 teachers indicated that they continuously presented the mark allocation to learners. The problem is that 3 teachers mentioned that they were doing it on a regular basis, which implied that it was not the case with all question papers.

5.9 Provision is made for learners with learning barriers

Only 2 teachers indicated that they continuously made provision for learners who were experiencing barriers to learning, when they compile tasks and examinations. On the contrary, 40% of the respondents indicated that they sometimes accommodate these learners. In Chapter 3, Section 3.1.3, reference is made to differentiation during the compilation of assessment tasks and examination papers.

The summary below will assist the readers to get an overview of the nine questions about the moderation of examination papers in Section 5 of the questionnaire. It can be used in conjunction with Table 4.5 and Graphs 4.8 and 4.9 to do an analysis of teachers' customs with regard to the moderation of examination papers.

Summary of questions in Section 5

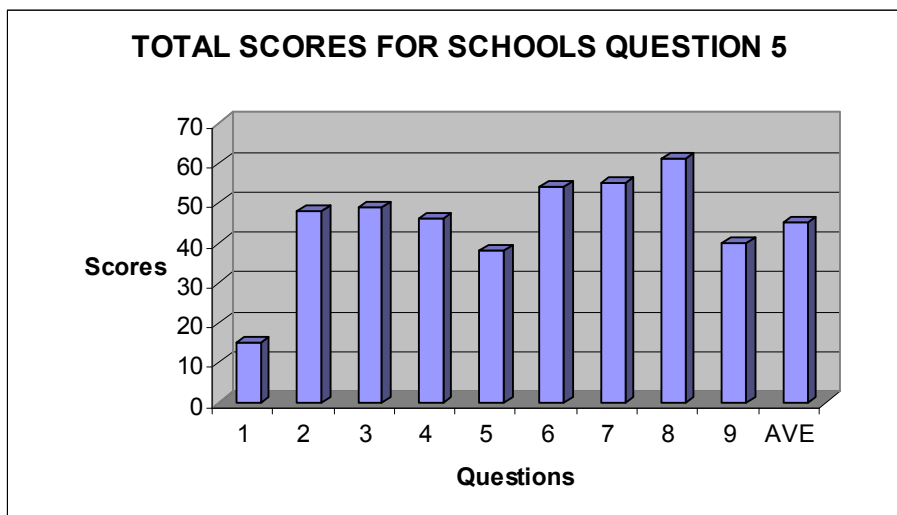
1 Not yet

2	Sometimes
3	Often
4	Continuously
5	Always
5.1	<i>There is a matrix for tests or examinations available for planning.</i>
5.2	<i>Examinations / tests are reflecting the learning outcomes and assessment standards</i>
5.3	<i>Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines.</i>
5.4	<i>Weights per learning outcomes, as determined in the assessment guidelines, are followed.</i>
5.5	<i>I use taxonomies when compiling a question paper for the exams</i>
5.6	<i>The examination instructions are clear to the learners</i>
5.7	<i>The questions and assignments are continuously linked with the expected answers</i>
5.8	<i>The mark allocation is clear</i>
5.9	<i>Provision is made for learners with learning barriers.</i>

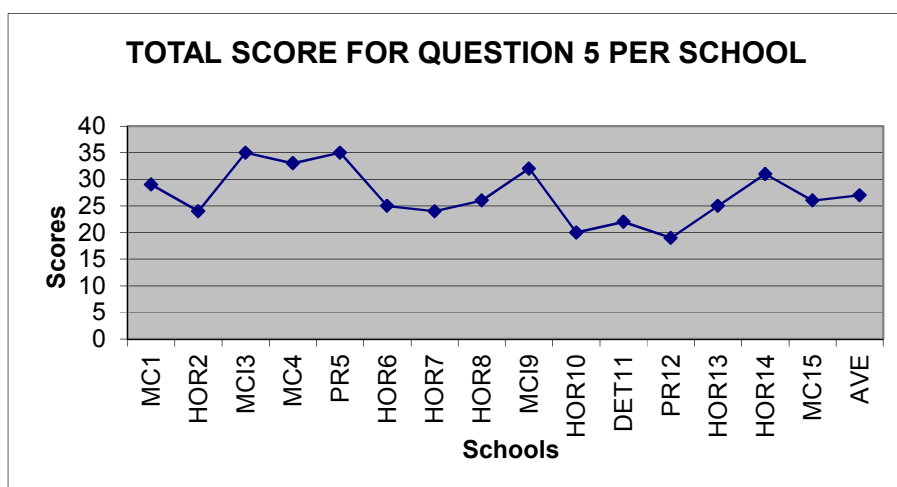
TABLE 4.5: QUESTION 5: SUMMARY OF RESULTS ON MODERATION OF EXAMINATION QUESTION PAPERS

	Q5.1	Q5.2	Q5.3	Q5.4	Q5.5	Q5.6	Q5.7	Q5.8	Q5.9	Total
MC1	1	4	3	2	3	4	4	5	3	29
HOR2	1	2	3	3	3	3	3	4	2	24
MCI3	1	4	4	4	3	5	5	5	4	35
MC4	1	4	4	4	4	4	5	4	3	33
PR5	1	4	4	4	3	5	5	5	4	35
HOR6	1	3	3	3	3	3	3	3	3	25
HOR7	1	3	2	3	3	3	3	3	3	24
HOR8	1	3	3	3	2	4	4	4	2	26
MCI9	1	4	4	4	3	4	4	5	3	32
HOR10	1	2	3	2	1	3	3	3	2	20
DET11	1	3	3	3	1	2	2	4	3	22
PR12	1	2	2	1	1	3	3	4	2	19
HOR13	1	3	3	3	3	3	3	4	2	25
HOR14	1	4	4	4	3	4	4	4	3	31
MC15	1	3	4	3	2	4	4	4	1	26
	15	48	49	46	38	54	55	61	40	406

GRAPH 4.8: TOTAL SCORES FOR QUESTION 5-MODERATION OF EXAMINATION QUESTION PAPERS



GRAPH 4.9: TOTAL SCORE FOR QUESTION 5 PER SCHOOL- MODERATION OF EXAMINATION QUESTION PAPERS



Studying the two graphs above, it is clear that schools are struggling with the issues relating to Questions 5.1, 5.5 and 5.9. All three questions lay beyond the averages for the nine questions. From Graph 4.9 it is also clear that teachers in schools HOR2, HOR 6, HOR 7, HOR 8, HOR 10, DET 11 and PR 12 struggle with the moderation of examination papers. The main challenges regarding moderation of tasks and examination papers can be summarised as follows:

Schools struggle with:

QUESTIONS INDICATED AS CHALLENGES	PERCEIVED VIEW ON THE ANSWERS FROM TEACHERS
Examination Matrix	Teachers do not use it as a planning tool.

Taxonomies application	Teachers struggle to integrate a taxonomy in setting of questions and to scaffold the questions
Learners with barriers to learning	Although White Paper 6 on Inclusive Education (DoE, 2001b:16) addresses different learning barriers, teachers are still unsure how to relate these barriers to alternative assessment in Tourism.

4.3 DATA FROM THE SECOND QUESTIONNAIRE

As explained in Chapter 3, a second questionnaire had to be drafted, due to a qualitative approach. The same 15 schools were selected and the questionnaire was done two months after the results of the first questionnaire had been received. The second questionnaire had to be drafted because of the following reasons:

Firstly, the initial questionnaire did not give much information of the examination process in schools. If there are well defined examination processes in place, it will impact on quality assurance processes. The respondents, as mentioned already, were principals or members of the school management teams (SMTs).

Secondly, the questions on examinations were not as exact as the checklist of Umalusi stipulates. To get a common understanding of Umalusi's requirements, it was important to assess schools on these 9 criteria as indicated below.

4.3.1 Question 1: Moderation Planning in the School

1.1 *Does your school adhere to the examining body requirements?*

Although all 15 schools had a positive reply to this question, it was clear that their answers contradicted their responses in the nine questions under Section 2. It was clear that schools do not fully understand these requirements or those they thought that they were mastering them.

1.2 *Does your staff have appropriate knowledge on moderation?*

Only 40% of the sample group indicated that they have sufficient knowledge of moderation. The implication is that SMTs at many schools do not have the capacity to support teachers to ensure good quality assurance and moderation.

1.3 *Does the school have a moderation policy?*

More than 50% of the sample group indicated that they had no moderation policy for the school. This will impact on the quality and effectiveness of their quality assurance processes in the schools. Question 1.3 correlates with Question 2.2 and 2.5 on the assessment policy and moderation policy in the first questionnaire, although one school less indicated the absence of a moderation policy for the subject.

1.4 Does the HOD or Subject Head moderate Tasks and examination papers?

The majority of schools in the sample indicated that tasks and examination papers were moderated by either the head of department (HOD) or the subject head. Although this is plausible, it does not reveal the quality and procedure of the moderation.

1.5 Does the school have an examination committee?

Although 60% of the schools in the sample indicated that they had an examination committee, it does not mean that schools had updated examination policies available. It also means that 40% of the schools had no examination committee.

1.6 Does the principal and the SMT plan for internal moderation?

All schools had a negative response to this question. This result was self-explanatory, because all schools in the sample acknowledged that the principal and school management team (SMT) did not formally plan for moderation at schools.

1.7 Does the HOD or subject head submit written reports to the internal assessor?

Here again, schools indicated that there was no formal feedback from heads of department (HOD) or the subject heads after school-based moderation.

Looking at moderation planning in schools, the evidence from SMTs suggests that the following issues need attention:

TABLE 4.6: ITEMS NEEDING ATTENTION FROM QUESTION 1

ITEM	DESCRIPTION
1.2	Appropriate knowledge on moderation.
1.3	School moderation policy.
1.5	School examination committee.
1.6	Principal and the SMT need to plan for internal moderation, moderation plan.
1.7	HOD or subject head submit written reports to the internal assessor.

4.3.2 Question 2: Moderation of assessment tasks and examinations

The following 9 questions were in line with the questions from the Umalusi instrument for the moderation of examination papers (Umalusi, 2006:10; Umalusi, 2008a:1-15). Although these questions were set for an examination body, it was adapted for the questionnaire to suit internal processes in schools. The HOD's or subject heads had to attend to these 9 criteria in the questionnaire.

As already mentioned in Chapter 3, explanatory notes and probing questions had been given to the HODs and subject heads of the sample schools to help them understand the mentioned nine criteria-items. In some cases some questions were posed to individual

teachers in the first questionnaire. This was done to determine whether the subject teachers and the school management team (SMT) understand and apply the process of moderation in a uniform way at school.

2.2.1 Technical Criteria

It seemed that 60% of schools in the sample regularly attended to technical criteria of a question paper. That implied that 40% of schools were not concerned about the technical criteria of examination question papers. Technical criteria spell out requirements on all relevant details such as time, subject, grade/level, and instructions to candidates. It clearly spells out instructions to learners and must be unambiguous. The other elements on these criteria are available in Chapter 3. This result implies that learners were not catered for regarding the basic requirements of an examination paper.

2.2.2 Content coverage

The content coverage comes from the content framework in the Learning Programme Guidelines (LPG). In the Grade 10-11 final external examination, the content framework with the assessment standards is the only content that is examined. Thus, 40% of schools did not include prescribed content on a regular basis in examination in Grades 10 and 11. That implies that learners will not be sufficiently prepared for the Grade 12 final external examination.

2.2.3 Cognitive skills

This finding also correlated with the finding on the same topic in the first questionnaire. Only 40% of management at the sample schools acknowledged the importance of structuring cognitive skills in planning internal examination papers. SMTs were not comfortable in applying these cognitive skills to question papers. A conclusion is that SMT members do not fully understand how to integrate cognitive skills in questioning in examination papers.

2.2.4 Types of questions

It was evident that school management on a regular basis tried to set or moderate different types of questions. The results of 2.2.3 showed that although there are different questions, it did not imply that these questions were on different cognitive levels.

2.2.5 Marking Memoranda and assessment instruments

A number of schools, 33% of the sample, indicated that they occasionally prepared marking memoranda and assessment instruments in Grades 10 and 11. As already referred to in Chapter 3, a marking memorandum has to correspond with questions in the question paper and has to make allowance for alternative responses. A marking memorandum must also facilitate marking. If a third of the schools in the sample indicate that they often use a

marking memorandum, it implies that their assessment and marking are not structured. This in a way corresponds with the result in Questionnaire 1, Questions 4.3.1 - 4.3.3 regarding validity, fairness and reliability.

2.2.6 Language and bias

More than 70% of the schools from the sample indicated that they moderated issues concerning language and bias. In the South African context, language is of utmost importance. In many cases, learners are not writing examinations in their home language, but in the language of learning and teaching of the school. In most instances this is English. Therefore, the appropriate language register for the level of the learner must be used. This result implied that in 30% of schools moderators were not concerned, or ignorant, about the language issue.

2.2.7 Adherence to Assessment policies / Guidelines

This finding nearly correlated with the finding on the same topic in the first questionnaire. A third of SMTs and subject heads indicated that they did not adhere to the Assessment Guidelines during internal moderation. That implied that learners in grades 10 and 11 were not examined as stipulated by assessment policies. This can lead to learners not achieving to their maximum in the external Grade 12 examination.

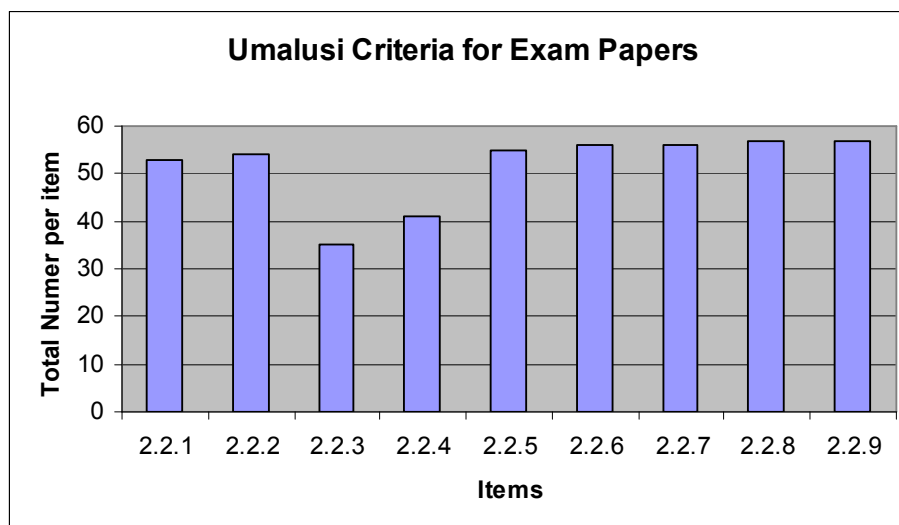
2.2.8 Overall impression

This finding nearly correlates with the finding in Question 2.2.1 in this questionnaire regarding the technical criteria of the examination paper. Once again, it implied that 20%-33% of schools did not attend to this aspect of an examination paper sufficiently.

2.2.9 Examinations / tests are reflecting the learning outcomes and assessment standards

This finding also correlated with the finding on the same topic in the first questionnaire. It still meant that 40% of the sample schools did not address the learning outcomes and assessment standards on a regular basis. That also implied that the SMT or subject head did not check during internal moderation that the LOs and ASs were addressed.

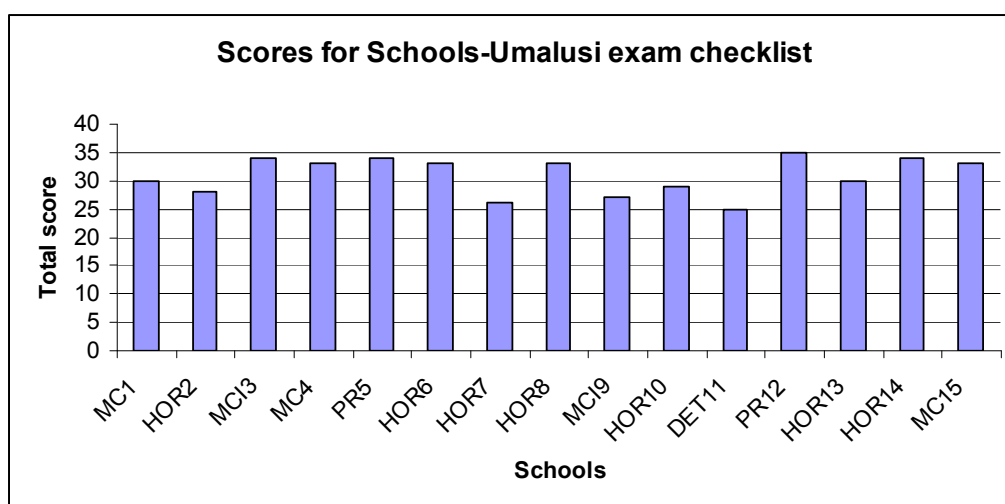
It is very clear from the analysis of the questionnaire that schools struggle with some of the 9 aspects of the Umalusi criteria. The graph below (Graph 4.10) indicates these aspects clearly:

GRAPH 4.10: RESULTS ON THE NINE UMALUSI CRITERIA

The evidence of the questionnaire indicated that most schools had challenges regarding items 2.2.1, 2.2.3, 2.2.4 and 2.2.5 as listed in Table 4.7 That does not mean that the other items do need attention.

TABLE 4.7: CHALLENGES REGARDING UMALUSI REQUIREMENTS

ITEM	DESCRIPTION
2.2.1	Technical criteria.
2.2.3	Cognitive skills.
2.2.4	Types of questions.
2.2.5	Marking memo and assessment instruments.

GRAPH 4.11: SCORES FOR SCHOOLS ON THE UMALUSI EXAMINATION CHECKLIST

The challenge for the researcher was to get to a normative score that could reflect the compliance with Umalusi's criteria in an acceptable way. Ideally one should argue that schools should have a score of at least 35 or more out of 45. That would indicate that their examination planning was in line with policy as the nine questions indicated. If one should consider 30 as an acceptable arbitrary value, there were a number of schools who appear below the cut-off mark of 30. Only 8 schools, just more than 50%, complied with the criteria for examination paper setting on this arbitrary level.

It is clear that responses to both questionnaires indicate challenges regarding school-based moderation. The major issues will be identified and addressed in Chapter 5.

4.4 Conclusion

It is clear that when the analysis of the two questionnaires is considered, that there are gaps which teachers and school management teams will have to address to give justice to internal moderation in Tourism in their schools.

In Questionnaire 1, it was especially Section 3.4 and 5 that were problematic in some cases. In table 4.8, a summary is given of the challenges experienced by teachers in Questionnaire 1. Intervention plans by means of moderation instruments for teachers will be suggested in Chapter 5.

TABLE 4.8: QUESTIONNAIRE 1- SUMMARY OF CHALLENGES AS EXPRESSED BY TEACHERS

SECTION NO	QUESTION NO	TITLE OF QUESTION	NO OF SCHOOLS NOT COMPLYING
Section 3.2 Planning of assessment tasks	3.2.2	I use the critical outcomes.	5
	3.2.4	I do not assess all the ASs	7
	3.2.8	I am also making provision for learners with learning barriers	7
	3.2.9	I am planning a variety of assessment strategies	5
Section 4.3 Internal moderation	4.3.1	Was the task valid?	12
	4.3.2	Was it fair?	14
	4.3.3	Was it reliable?	12
Section 5 Moderation of exam question papers	5.1	The use of an examination matrix for planning examinations and tasks	15
	5.4	Weights per LO as determined by assessment policy.	10
	5.5	The use of taxonomies while compiling a examination question paper	14
	5.9	Provision for learners with barriers to	13

		learning.	
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The findings of Questionnaire 2 also posed a few challenges to schools. Because the target group of the questionnaire was the school management teams (SMT), the gaps here were clearly on a systemic level. Table 4.9 indicates which aspects are to be addressed by the school management teams in order to establish an effective system of internal moderation.

TABLE 4.9: QUESTIONNAIRE 2- SUMMARY OF CHALLENGES AS EXPRESSED BY SMTS

SECTION NO	QUESTION NO	TITLE OF QUESTION	NO OF SCHOOLS NOT COMPLYING
Section 1 Moderation planning in schools	1.2	Appropriate knowledge on moderation	9
	1.3	School moderation policy	8
	1.5	School examination committee	6
	1.6	Principal and the SMT need to plan for internal moderation, moderation plan	15
	1.7	HOD or subject head submits written reports to internal assessor	15
Section 2.2 Umalusi criteria	2.2.1	Technical criteria	6
	2.2.3	Cognitive skills	9
	2.2.4	Types of questions	4

The challenges as indicated in both questionnaires above will be addressed in Chapter 5. The summaries of challenges in Tables 4.8 and 4.9 provide direction for the answering of the research question: "How must internal moderation of assessment in Tourism Grades 10 – 11, be structured to adhere to accepted International and NCS standards of Quality assurance?" The final supporting question of the research question will also have to be addressed, which is: "What must a common moderation instrument look like?"

CHAPTER 5

THE DEVELOPMENT OF INSTRUMENTS FOR QUALITY CONTROL OF EXAMINATIONS

5.1 INTRODUCTION

The results of the two questionnaires indicated that intervention should be done on two levels in terms of quality assurance and internal moderation of assessment in schools. Intervention refers to external support for schools on these critical issues of moderation, as referred to in Tables 4.8 and 4.9 in Chapter 4.

Firstly, the intervention that will be provided through this research will also have to link closely with the research question: 'How must internal moderation of assessment in Tourism Grades 10-11, be structured to adhere to accepted International and NCS standards of Quality Assurance?' The important aspects to be considered here are the accepted international and NCS standards. The last supporting question investigates how the results obtained from the research could be used to improve quality assurance in schools. The question is as follows: "How and on which levels can this research benefit quality assurance practices in schools?"

Secondly, the critical aspects from international practices in quality assurance and moderation, as described in Chapter 3.2, have to be addressed and somehow be infused in these instruments.

Many of the experimental schools struggled with the administration and management of examinations. It was evident from the results of the questionnaire in Chapter 4 that subject teachers, in this case the Tourism teachers, also battled to set up question papers of appropriate quality, as requested by the Subject Assessment Guidelines.

Evidence from the data in Chapter 4 showed the two levels on which intervention should be done, which will be indicated in this chapter under the headings:

5.1 Subject teacher (micro-level)

5.2 The school management team and the school (meso-level)

Tables 4.8 and 4.9 indicate the respective shortcomings experienced by teachers and schools when they do quality assurance in their schools. This chapter will be structured in such a way to address support for internal moderation on the two mentioned levels.

5.2 SUPPORTING THE TOURISM TEACHER WITH INTERNAL MODERATION (Micro-level)

When Tables 4.8 and 4.9 in Chapter 4 are studied, it will be noted that teachers have indicated shortcomings in Section 3.2, which refers to the planning of assessment tasks and Section 5, which relates to the moderation of examination papers. Both of these aspects will be addressed jointly in Section 5.2.1.

The use of taxonomies will also be considered, specifically in Section 5.2.2. The other problem experienced by teachers is the issue regarding the fairness and reliability of assessment. This will be discussed in Section 5.2.3. In Section 5.2.4, guidelines will be given to teachers in order to include learners who are experiencing barriers to learning.

Section 5.1.1 Planning and Moderation of assessment tasks and examination papers

Introduction:

Section 5.1.1 is an effort to guide educators in a systematic way to set up question papers and assessment tasks of appropriate quality. This process is aimed at the class educator and not at school level as such. Twelve steps are suggested to be followed in order to compile a question paper of good quality. These steps have been compiled by the researcher from various sources and from personal experiences as a national moderator with Umalusi. Research from Trevor Hall (Hall, 2007:1-23), Umalusi and the Western Cape Education Department (WCED, 2006b:1-6) has been combined to devise these twelve steps.

Step 1: Creating a task or examination matrix

Firstly, a task or examination matrix should be created for a paper, which includes the selected number of sections, content, the learning outcomes and assessment standards to be addressed, the number of questions per section, the cognitive levels to be addressed within each question and the number of marks allocated per section and per outcome, according to the weighting of the outcomes. The steps below will contribute to the planning of the matrix. An example of a framework planning grid is attached. These grids (Addendum F and G) collate the other grids which are displayed below in Steps 4, 6 and 8 of this section.

Step 2: Learning outcomes

One should take cognisance of the fact that not all subjects are constructed in the same way, but assessment in all subjects is based on the learning outcomes and assessment standards. The SAG documents should be consulted in Table 5.1. If necessary, a weighting value should be allocated to the outcomes and one should reflect on the critical and developmental outcomes (COs and DOs). The NCS is underpinned by these 7 critical and 5

developmental outcomes that prepare learners for life. The learning outcomes of the subject also address the COs and DOs (Hall, 2007:1-10; DoE, 2002:4).

TABLE 5.1: WEIGHTING OF LEARNING OUTCOMES IN GRADE 10-11 TOURISM EXAMINATIONS

LEARNING OUTCOMES	MARKS
Section A Short Questions (LO1-4)	40
LO1: Tourism as an interrelated system	40
LO2: Responsible and sustainable tourism	40
LO3: Tourism geography, attractions and travel trends	50
LO4: Customer care and communication	30
TOTAL	200

(DoE, 2008b:10)

Step 3: Consider the Assessment Standards

The assessment standards (ASs) that will be used should be considered. Some SAG documents have already identified the assessment standards that will be assessed under examination conditions and those more suitable for everyday assessment. Some ASs might have already been covered extensively during daily assessment and might not be necessary to be repeated. Each verb within the AS needs to be unpacked and an inference must be made of the skills that learners should be able to demonstrate (WCED, 2006b:3).

Step 4: Resources

Sufficient resources should be selected to compile the examination paper and should be appropriate in terms of the grade level. As some subjects have clear indications of what must be included in the final examinations, one must ensure that the resources address all of these areas. Some questions should test the ability to apply competence, which may require the integration of more than one assessment standard.

Applied Competence involves:

- Theory - Do I understand why I am doing it?
- Practice - Do I know how to deliver better customer service?
- Reflection - Can I think of how to improve on customer service?

Tourism requires the integration of learning outcomes and assessment standards for certain questions, for example linking tourism sectors with career opportunities and customer care.

Step 5: Determine the marks allocated for each outcome

The final marks can only be determined once the marking memorandum has been completed. Sufficient marks should be allocated for open-ended questions that require differentiation by outcome in answering these questions. An example of a planning grid is included in Addendum F to assist the educator.

Step 6: Brainstorm and plan different kinds of questions

Some subjects have requirements laid out in the SAG which will have to be used when questions are set. It is also important that all of the questions relate to the assessment standards (WCED, 2006b:2-3).

TYPES OF QUESTIONS

- Data response / Factual recall – expect simple, straight-forward answers based on obvious facts or awareness
- Convergent questions – expect answers within a range of acceptable accuracy - may be at different levels of cognition
- Open-ended / Divergent questions – allow exploration of different avenues and generate many different variations and alternative answers. These are often more accessible to the modern learner
- Problem-solving / Creative / Real-life scenarios / Provocative questions / Thoughtful questions/ Values and ethics - challenge learners to think and apply learnt concepts
- Evaluative – require sophisticated levels of judgement
- Probing questions – probe logic or structure and require clarification
- Challenges assumptions, reasons and evidence, implications, consequences
- Viewpoints or perspectives

(WCED, 2006b:9)

Question types suitable for Tourism assessment are:

QUESTIONS TYPES FOR TOURISM
<ul style="list-style-type: none"> • Multiple-choice • Matching • Data response • Interpreting diagrams/graphs • Constructing tables and graphs • Essay-type questions • Source-based questions • Case studies

- Hypothesis testing
- Open-ended questions
- Closed questions
- Contextual questions

Step 7: Consider cognitive levels and taxonomies.

As already mentioned, the Subject Assessment Guidelines require the use of different cognitive levels in tasks and tests. The paper should cater for learners across the perceived spectrum of ability. However, taxonomies do not reflect the level of difficulty of the questions – it merely reflects thinking processes. An example of this is the fact that, although 'Knowledge' forms the base of the traditional Bloom's taxonomy, many learners find the recollection of knowledge more difficult than 'Evaluation', which is at the top of the taxonomy. It is suggested that Bloom's taxonomy is to be used as the traditional one, but to infuse the other taxonomies (5.1.2) as well (See the examination matrix in Addendum F) (Hall, 2007:1-15).

Step 8: Consider appropriate weighting from easy to difficult

The SAG documents of some subjects contain requirements with regard to the weighting of the complexity of questions. The assessment standards in each subject indicate progression, and can be very useful in developing questions of varying levels of difficulty. The requirements for Tourism are as follows:

TABLE 5.2: COGNITIVE LEVELS FOR TOURISM GRADES 10 & 11

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	30	60
Comprehension	20	40
Application	30	60
Analysis, evaluation and synthesis	20	40

(DoE, 2008b:12)

An example of an examination matrix is included in Addendum E. The prescribed weighting of the cognitive levels is not exactly the same as in the SAG. The reason is that this examination is the Grade 11 mid-year task and not all content; LOs and ASs have been covered by then. Therefore, the adaptation of cognitive levels, as indicated in Table 5.3, is applicable to the mid-year examination.

The coverage of cognitive levels is as follows, with the deviation between brackets:

TABLE 5.3: COGNITIVE LEVELS FOR GRADES 10 & 11 TOURISM, AS USED IN ADDENDUM E

COGNITIVE LEVEL	PERCENTAGE	MARKS
Knowledge	35 (+5%)	35
Comprehension	25 (+5%)	25
Application	30	30
Analysis, evaluation and synthesis	10 (-10%)	10

Note that cognitive levels are not always good indicators of levels of difficulty. "Knowledge" questions are not "easy" questions, *per se*. Some learners, for instance, find the recollection of information easy, while others find it difficult to remember content knowledge. Some learners are able to think creatively and synthesise material easily, while others find it very difficult. This will be discussed under Section 5.2.1.

Step 9: Scaffold questions

The paper must cater for learners across the perceived spectrum of ability. Teachers can cater for the previously known Higher Grade and Standard Grade within one question, by setting a range of sub-questions that begin with basic questions and gradually progress to more challenging questions, with appropriate mark allocations. An example would be to start with multiple-choice questions (easy appetizer = 20 marks) (Hall, 2007:1-15). However, it does not imply that multiple-choice questions are always "easy" questions (See scaffolding in the exam matrix, Addendum F). A guideline to draft multiple-choice questions is attached in Addendum N.

Step 10: Set the questions and the marking memorandum at the same time

The appropriate assessment tool should be considered and teachers must decide whether a traditional marking guideline, rubrics, or both, will be used. Teachers must ensure that the memorandum is accurate and that it caters for alternative answers. It must be decided, for example, whether rubrics or memoranda will be used for open-ended or divergent questions (see Chapter 4).

Step 11: Test time allocations and clarity of instructions

Teachers must determine whether learners would be able to answer the questions within the given timeframe. Although not always, no pre-testing of examination questions is currently done within a grade cohort, unlike the Netherlands (Hall, 2007:10-15).

Step 12: Marking guidelines and rubrics

The NCS provides assessment standards against which learners' performance is compared and which assist in placing learners in the appropriate grades, within the band (e.g. Grades 10 and 11). Criteria to assess the tasks, which are developed to achieve the outcomes, are derived from the assessment standards and generally arranged into rubrics. However, it is not always possible to create rubrics for every question in an examination paper, but each paper should include rubrics. What then, is the difference between marking guidelines and rubrics? Marking guidelines focus on what is expected in the answer, what is relevant to the question, and what will enrich the answer. Rubrics focus on qualitative levels of learner performance and contain descriptions of the required levels of achievement in an answer. It could be argued that an examination paper that is well set will result in a marking scheme where there is a combination of a memorandum and rubrics. When developing rubrics, the learning outcomes and assessment standards to be assessed, must be identified. The aspects of performance (verbs) within the assessment standards should be listed and at least three levels of performance, for each aspect, must be described. The total number of marks for the question will be divided between the described levels of performance (WCED, 2006b:3-4).

Teachers gradually used these steps to improve the quality of their exam papers. The improvement in the Grade 10 and 11 exam results in some schools alluded to this (see Table 5.13).

5.2.1: The use of taxonomies

Teachers are expected to set questions on different cognitive levels. It is imperative for teachers to understand the use of taxonomies, which guide teachers with regard to different thinking processes.

The teachers indicated in Question 5.5 of the questionnaire (see Chapter 4) that they struggle with the use of taxonomies.

The use of different taxonomies also proves to be problematic. Teachers have to understand how to differentiate when setting a paper or task to enable learners of all ability groups to achieve their potential. This needs careful planning in order to ensure that not too many questions on 'conceptual knowledge' are included. Secondly, if the Subject Assessment Guidelines (SAG) gives an indication of the levels of questioning, teachers need to be guided by this. The levels of questioning in the SAG document should link to the progression in the assessment standards. Thirdly, teachers must understand the use of taxonomies, in the sense that it guides teachers to adapt questions to cover different thinking processes.

Teachers need to think about the use of different taxonomies. Not all taxonomies are appropriate to all subjects; therefore the most suitable one must be used to fit the particular need. The purpose of the questions must be linked to the different taxonomies and the verbs in the taxonomies should be used to create questions on various levels. By doing this, the notion of differentiation will be supported within the paper (WCED, 2006b:3).

It is clear from reports compiled by curriculum advisors that teachers struggle with the traditional six levels of Bloom's Taxonomy. The SAG document contains a fused version of Bloom's taxonomy. As already indicated in Chapter 3, this version consists of four cognitive levels:

TABLE 5.4: FUSING BLOOM'S TAXONOMY INTO FOUR LEVELS

COGNITIVE LEVEL	DESCRIPTION	CATEGORY	DESCRIPTION
4	Analysis, evaluation and synthesis	D	To formulate an "original" response in an "unknown" situation To create
3	Application	C	Use knowledge for interpretation and problem-solving
2	Comprehension	B	Reproduce answers to "similar", but not the "same" questions asked before
1	Conceptual knowledge	A	Reproducing answers

Bloom's Taxonomy (1956) only relates to a cognitive domain and should therefore not be used as a hierarchy of competencies in other domains, for example a practical domain. Therefore Bloom's taxonomy is not always the most appropriate and effective one to use, for example in subjects where a 'product' is manufactured during assessment. In Tourism, 'products' such as itineraries are produced. Alternative taxonomies, such as those created by (Biggs, 1995:1-17), called the Solo taxonomy and Romiszowski, are more effective for Tourism. The reason is that these taxonomies follow the principle of combined action and not only cognitive action, as well as the acquisition and description of these competencies (Scale, 2005:12-13).

The Solo Taxonomy (Structure of Observed Learning Outcomes) provides an alternative to Bloom's Taxonomy. It could be debated that the SOLO taxonomy addresses the needs of Tourism teachers to a larger extent than Bloom's Taxonomy. Although learners must have factual knowledge, Tourism tasks mainly focus on the conceptual knowledge, especially concepts and principles. In the subject Tourism, learners must also work with Tourism as an interrelated system (LO 1). Here learners must view the sector as part of the system. The research task, as well as the practical assessment task, clearly needs procedural knowledge, as indicated in the SOLO taxonomy. Needless to say, the learners also need to move to the

extended abstract. In Tourism learners need to develop marketing plans, evaluate service and interact with other subjects, such as Consumer Studies. Although there are still cognitive concepts in the right column, the layout of this taxonomy is easier to grasp by teachers.

TABLE 5.5: SUMMARY OF THE SOLO TAXONOMY

Factual knowledge – knowing, remembering	<ul style="list-style-type: none"> • Pre-structural – bits of unconnected information • Uni-structural – simple, obvious connections made, significance not grasped
Conceptual knowledge – concepts, ideas, theories, principles	<ul style="list-style-type: none"> • Multi-structural – A number of connections made, but significance not understood. No meta-cognition
Procedural knowledge – knowing how to do something	<ul style="list-style-type: none"> • Relational – Appreciates parts, in relation to the whole
Meta-cognitive thinking –aware of and able to control one's thinking	<ul style="list-style-type: none"> • Extended abstract – Making connections beyond the given subject area, able to generalise and transfer principles and ideas

(Biggs, 1995:1-17)

The taxonomy of Ramiszowski distinguishes between skills and knowledge and can be summarised within the following four categories:

- Cognitive skills, for example to interpret, analyse
- Psycho–motorised skills, for example, the completion of an interview
- Interactive skills, communication with tourists, co-operation with other disciplines
- Reactive skills, attitude, people and events, as from a specific career angle

In each of these 4 categories a distinction can also be made between reproductive and productive skills. Reproductive skills disclose routines and vocational activities based on a handling prescription (standard procedures). Productive skills challenge the problem-solving skills and creativity of the learners. Although learners have already learnt the strategies and handling procedures, it must now be applied to new situations to find new solutions and establish new procedures (see Addendum S).

Knowledge can be divided into factual knowledge (recognition of facts and concepts in handling prescriptions) and insightful knowledge (insight and managing principles).

By using taxonomies, Tourism teachers must understand that taxonomies must be integrated with the learning outcomes and assessment standards. The following questions must be answered in order to map the outcome onto the taxonomy table:

- What type of cognitive processes does the learning outcome require?"

- "What type of knowledge will learners be dealing with when demonstrating the outcome?"

(Punt, 2006:8-11).

TABLE 5.6: LINKING COGNITIVE PROCESSES AND KNOWLEDGE THROUGH TAXONOMIES

KNOWLEDGE	COGNITIVE PROCESSES					
	<i>Remember</i>	<i>Understand</i>	<i>Apply</i>	<i>Analyse</i>	<i>Evaluate</i>	<i>Create</i>
Factual						
Conceptual						
Procedural						
Meta-cognitive						

Considering Table 5.6, it is relatively easy to use taxonomy within Tourism, by following the steps as summarised below:

- Choose the Outcome
- Look at the Assessment Standard
- Identify the concepts
- Identify the verbs
- How can you enrich the verbs/concepts by means of taxonomies?

(Punt 2006:8)

The researcher mediated the above method with some teachers in 2007, but no empirical study was done as yet to determine whether teachers are implementing this method.

See the following example: In Grade 10 Tourism, Learning Outcome 1: Assessment Standard 1, reads as follows:

TABLE 5.7: TOURISM GRADE 10 Learning Outcome 1: Assessment Standard 1

<p>LO 1: Tourism as an Interrelated System</p> <p>The learner is able to evaluate the tourism industry as an interrelated system</p>	<p>10.1.1</p> <p><input type="checkbox"/> Demonstrate an understanding of the concept 'tourism' and 'tourist'. The reason why people travel, sectors, sub-sectors, role-players, services and products</p>
---------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 5.7 shows that the verb in Assessment Standard 1 is to 'demonstrate'. It must now be determined what there is to demonstrate and then link the concepts, as indicated in Table 5.8 with the verb demonstrate. Taxonomies now become relevant to decide the cognitive level and type of knowledge that must be applied to reach the outcome.

TABLE 5.8: VERBS AND CONCEPTS IN ASSESSMENT STANDARD NUMBER 1

PRE – KNOWLEDGE	VERBS / CONCEPTS
<p>Assess the learners' background knowledge on the concepts of 'tourist' and 'tourism'. Use a questionnaire that can be completed individually or in a group.</p> <p>Teacher explains concepts like concept map / spider diagram (see training resource pack)</p>	<ol style="list-style-type: none"> 1. demonstrate – understanding of 'tourism', a 'tourist' 2. demonstrate – understanding why people travel 3. demonstrate – the sectors, sub-sectors, role players and distribution etc. 4. demonstrate – services and products offered by the sectors

(Punt, 2005:2)

5.2.2 The use of an assessment strategy

Responses to Question 3.2.9 in the first questionnaire show that teachers struggle to plan a variety of assessment strategies. Some teachers do not understand that an assessment strategy is a combination of the interaction of a number of facets pertaining to assessment. The most common understanding of an assessment strategy is that it is only concerned with an assessment instrument.

An assessment strategy is not only about the type of assessment tool that is used, but consists of the planning of an **assessment task**, performed by a learner, yielding **data collected** by one of several methods and analysed by **an assessor** using an **assessment tool** (Punt, 2003:1). By making use of an assessment strategy, the teacher links the assessment task with a tool and a method to collect information. In this sense the teacher addresses the issues of fairness and reliability to a great extent. The teachers have to align the task with a well thought-out way to collect the assessment data, as well as an assessment instrument that correlates with the criteria in the task.

The table below (Table 5.9) gives an indication of the planning of such an assessment strategy.

TABLE 5.9: AN EXAMPLE OF AN ASSESSMENT STRATEGY

4 Assessor / Evaluator Who performs the assessment?	Teaching Tools <i>What the assessor uses to make a fair, valid and reliable assessment.</i>	Methods of Data Collection	Learner Techniques/ Assessment Tasks <i>What the learner produces or demonstrates or the evidence of achievement.</i>
Self assessment	Checklist	Questioning	Group project
Peer assessment	Analytical Rubric	Listening	Journal
Teacher assessment: Formal Informal	Holistic Rubric Observation sheet	Reading Written observations	Research project Debate

Table 5.9 indicates that assessors, teaching tools, methods of data collection and assessment tasks can be varied. A comprehensive summary of an assessment strategy has been included in Addendum G. This document can be used by teachers to support them in the planning and moderation of an assessment task.

5.2.3 Provision for learners who experience Barriers to Learning

In Section 5, Question 5.9 in the first questionnaire, 13 teachers indicated that they battled to make provision for learners who experience barriers to learning.

The National Curriculum Statement (NCS) sets the same specific outcomes for all learners. This means that:

- Schools must organise teaching and learning in such a way that all learners can attain these outcomes
- Any barriers to the learning and development need to be identified and understood so that learning and assessment can be adapted or modified appropriately
- A supportive environment is created and established by changing the school ethos, teaching practice and provision of a flexible curriculum. No additional resources are needed to accomplish this

(DoE, 2001b:6).

As the main purpose of SBA is to ensure that all learners have access to the curriculum, it is important that assessment tasks are developed and adapted in such a way that the barriers are addressed from an early stage. No intervention should be based simply on traditional categories of disability or learning difficulty.

For example, not all learners who are visually or hearing impaired, or learners with physical or intellectual difficulties, experience the same barriers. Some of these learners may not experience any barriers to learning at all.

The National Strategy on Screening, Identification, Assessment and Support (SIAS) was introduced to all South African education officials, schools, teachers, learners and parents (DoE, 2008c:62). This strategy includes various instruments that can assist teachers to adapt their assessment practices for learners who are experiencing barriers. Although there are many facets to inclusion, for example curriculum differentiation, environment, mobility, the focus in Table 5.10 is on assessment. The adaptations for curriculum, as indicated in the above-mentioned document, refer to four kinds of adaptations in assessment. Table 5.10 has been adapted from the above screening document.

TABLE 5.10: ADAPTATION FOR ASSESSMENT

ASSESSMENT	Differentiated Curriculum and Assessment.
a. Adapted assessment procedures with clear links to the regular curriculum completed:	Must be done in schools.
b. Adapted assessment procedures with no clear links to the regular curriculum completed:	Schools must integrate in their assessment strategies.
c. Adapted assessment materials with clear links to the regular curriculum completed:	
d. Information and data on adapted assessment strategies is recorded, analysed and updated.	

(DoE, 2008c:62)

Addendum H in the annexure provides teachers with strategies to adapt their teaching and assessment strategies to accommodate learners with learning barriers. These strategies will enable the subject head or HOD to recognise these interventions when they do moderation.

5.3 SUPPORTING SCHOOLS WITH INTERNAL MODERATION (MESO-LEVEL)

Introduction

In Section 2.2 of the questionnaire, as summarised in Table 4.9 of Chapter 4, it is clear that SMTs still battle with the moderation of examination question papers. Especially aspects such as technical criteria, cognitive skills and types of questions seem to be the main concerns.

The major shortcoming, as indicated in the questionnaires, is not the setting of the examination questionnaire, but the examination system and procedures at schools. In

Chapter 2 an adapted CIPO model was discussed. This model can help schools to structure the moderation process in terms of inputs into their moderation system, the process and the output. It is important to understand that schools must use this model within their own context, which means that each school will have to consider its unique situation in terms of class sizes, teachers' training, resources and SMT management.

It is also important to link the CIPO model to a South African context to understand the principles of moderation on school meso-level. The reason for using the CIPO model is due to the fact that it places the moderation process into a broad structure. From this structure it is easier to ascertain whether one is dealing with the input, process or output.

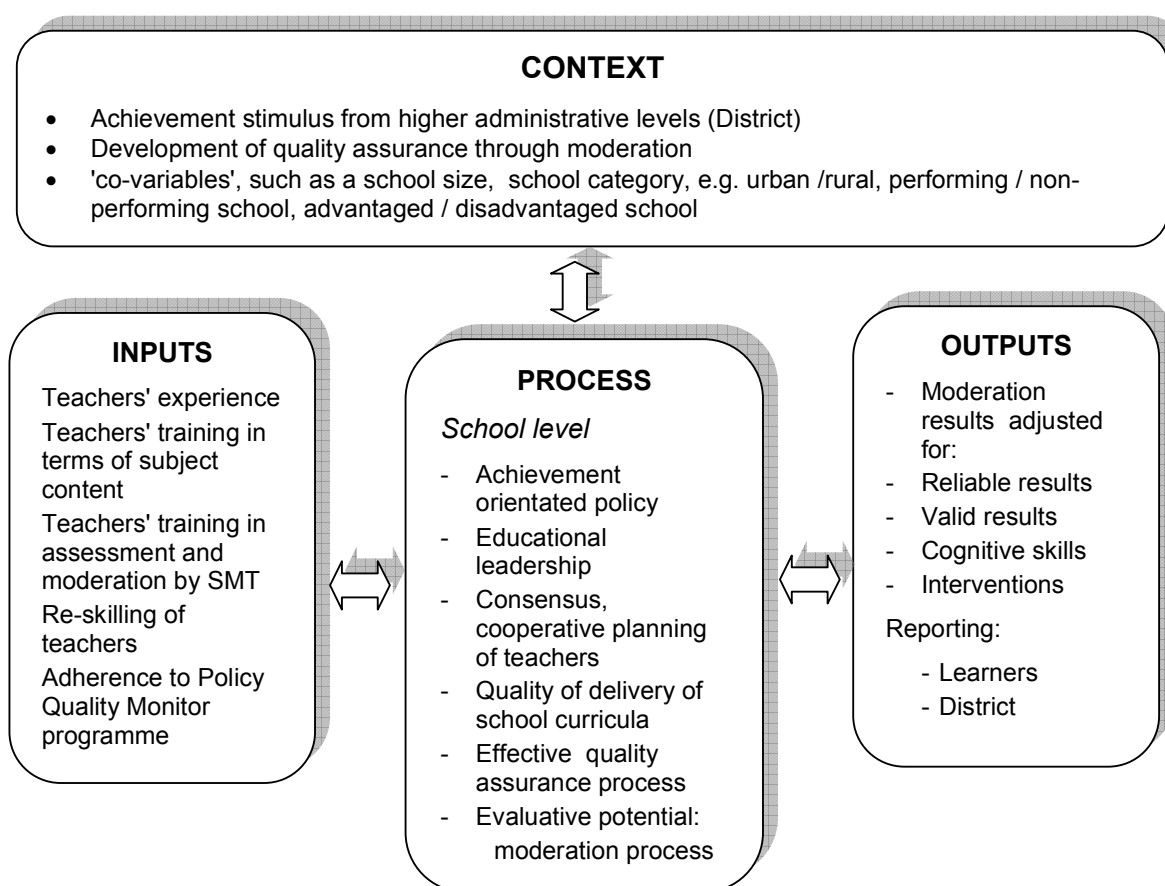


Table 4.9 in Chapter 4 gives an indication of the shortcomings that exist within SMTs with regard to internal moderation. The last supporting question of the research question investigates what such a common moderation tool should consist of. It is evident from the

table that due to the needs of schools there should be more than one common tool. This section considers four such instruments:

- Examination checklist for schools
- Moderation Policy as part of school assessment policy
- Moderation Checklist with special reference to assessment tasks for HOD's and SMTs
- Quality Monitor for internal examinations

5.3.1 Examination checklist for schools

In Question 2 of Questionnaire 2 (see Chapters 3 and 4), Questions 2.1-2.9 were based on the moderation instrument of Umalusi (Umalusi, 2008a:1-12). This instrument was set up for examination bodies in South Africa. This moderation instrument for examination question papers is adjusted in such a way that it can be used by SMTs for quality assurance of question papers (see Addendum I). It can be used by Tourism teachers, as well as by subject teams in the school to check if the question papers meet the necessary requirements. This instrument also correlates with the 12 guidelines that were given to educators for setting up an examination question paper / task in Section 5.1.1 of this chapter.

5.3.2: Moderation Policy as part of school assessment policy

School management teams indicated in the second questionnaire (Addendum B), Question 1.3, that they did not have a moderation policy. A moderation policy should be part of the school's assessment policy. Addendum J shows an assessment policy checklist with moderation requirements included in it.

5.3.3: Moderation Checklist with special reference to assessment tasks for HODs and SMTs

Although an instrument was given to management teams of schools to moderate examination question papers in 5.2.1., an instrument is still needed to moderate formal assessment tasks. The number of tasks and assessment requirements were already addressed in Chapter 3 (Tables 3.2 and 3.3). Addendum K is proposed as an example of a possible instrument to HODs and SMTs. This instrument is structured in the form of a checklist, where the subject head or HOD could moderate according to the specified requirements in the checklist. Important also is place for a narrative, where the HOD could indicate some more instructions or comments. The purpose here is for teacher development.

The instrument also refers to evidence of alternative assessment for learners with barriers to learning. This issue was addressed in the first questionnaire, Question 5.9. Thirteen teachers

indicated that they were struggling to make provision for learners with barriers to learning. See also Section 5.2.3 in this chapter.

5.3.4: Quality Monitor for internal examinations

This instrument was developed to support schools to define their ability to set tests of the required quality and standard. The instrument is based on a similar instrument developed for Vocational Education by CITO in the Netherlands (Kwaliteitsmonitor, Moelands, H.A. & Van Diggelen, 2003:n.p.). The instrument is mainly used by the Netherlands' regional training centres (Regionale Opleidingcentra, ROCs) to evaluate their construction and execution of examinations. For this thesis, the Quality Monitor was adapted in such a way that it could help the individual class educator and subject team, in this case the Tourism subject team, to determine its status with regard to their own examination procedures. This instrument is also generic and can be used on meso-level by the school for the management of the examination process.

The Quality Monitor programme will reflect South Africa's reality and the NCS. (Cito: [file:///C:/Documents and settings\User\Desktop\cito\Nieuwe map\KZM_oud\HTMM...](file:///C:/Documents%20and%20Settings/User/Desktop/cito/Nieuwe%20map/KZM_oud/HTMM...) 2007/12/20). The Quality Monitor will also be available for teacher electronically.

The Quality Monitor programme consists of 4 phases. It is in the format of an analytical rubric with criteria and level descriptors, as well as achievement indicators. A lay-out of the different phases (see Table 11), with its level descriptors and achievement indicators follow below:

Phase 1: The level descriptor refers to schools that do not comply with the required standard. The competency level for the school is also indicated. In this case a school will be on Phase 1 if it has only started with an intentional examination policy. The intentional policy only shows individual responses to the examination policy or only has orientation to a new subject.

Phase 2: The level descriptor refers to schools that comply with some of the standards. The competency level for this phase indicates that the school has already started with an examination policy, has developed examination procedures and has incorporated a number of quality regulations.

Phase 3: The level descriptor refers to schools that comply with the required standards for quality assurance. This competency level indicates that there is already a common moderation and examination policy per subject, that procedures have been implemented and that there is systematic evaluation and control by the school management.

Phase 4: The level descriptor refers to schools that evaluate their standards of examination practices in a systemic way. Subject teachers participate actively in drafting and maintaining

examination policy. There will be systematic evaluation and changes of the system in the school. Regular research and external developments, such as the evaluation of provincial and national examination statistics, will be conducted.

TABLE 5.11: LEVEL DESCRIPTORS AND COMPETENCIES OF THE QUALITY MONITOR

PHASES	LEVEL DESCRIPTORS	COMPETENCY
PHASE 1	Does not comply with the required standard	<ul style="list-style-type: none"> • Intentional policy • Individual Response • Orientation on new subject
PHASE 2	Complies with some of the required standards.	<ul style="list-style-type: none"> • Start with a policy • Develop examination procedures • Number of quality requirements developed
PHASE 3	Complies with the required standards.	<ul style="list-style-type: none"> • Common Policy for subject team. • Implementation of procedures. • Systematic evaluation and control.
PHASE 4	Standards are being systematically evaluated	<ul style="list-style-type: none"> • Active participation of subject teachers in examination policy • Systematic evaluation and changes • Research and external developments

In the Netherlands, as explained in Chapter 3, a quality monitor is used for examining bodies (Moelands & Van Diggelen, 2003:n.p). This version has been adapted for school use. The Quality Monitor consists of 5 themes. These themes have been constructed to fit the shortcomings, as indicated by subject heads and SMTs in Table 4.9 of Chapter 4. These themes have been divided in a number of topics, directly and indirectly related to the findings of the second questionnaire (See Chapter 4, Table 4.9).

As already stated, it is not just in the Netherlands where structured moderation processes in schools are in place. The Scottish schools are responsible for the internal moderation of their internal assessments. It is important that schools ensure that internal assessments and estimates are made in a consistent manner. So it is all about an initial process within the school. Therefore it requires careful planning of the moderation process over an academic year. The process table of the SQA internal moderation is indicated in Chapter 2 (Table 2). This table of the SQA provides clear and practical directives on how to structure such a process. Most of the eight steps of the SQA model are included in the 5 themes and topics indicated below and can actually be regarded as the critical aspects of this system.

A short discussion of the five themes of the Quality Monitor and its respective topics follows below:

Theme 1: Theme 1 highlights the importance of the planning of examinations in schools. Topic 1 suggests that every school must have an examination policy which includes the examination process and procedures for a school within its own context. The attached addendum (Addendum L) shows an example of a school examination policy.

Within the year planning, examination dates must be specified and plotted for learners and parents to take note of. Dates for subjects must preferably be alternated during the different internal examinations.

Another aspect of examination planning can be that schools have an examination committee to plan and execute their examinations. This implies having regular meetings with subject teachers. Exam meetings will systematically evaluate how examinations are conducted and suggest changes. The last topic under this theme can also be included here. The examination committee will also tend to a system of invigilation. There will be active participation of staff in invigilation policies. Regular evaluation and change will take place.

Theme 2: This theme refers to the construction of examination and test/task. From both Questionnaires 1 and 2 it is clear that teachers and school management teams have difficulties in constructing tasks of the appropriate quality and therefore are not able to assure quality and moderate effectively. In the above-mentioned questionnaires, teachers and SMTs indicated that they did not use an examination / task planning matrix. The matrix guides teachers and moderators to carefully integrate all necessary requirements as shown in Addendum I and in Section 5.1 of this chapter.

The Quality Monitor also encouraged teachers and moderators to use policy documents for the construction of examinations, tests and tasks. In the questionnaires, it became clear that teachers and SMTs acknowledge that many of them do not follow the prescribed combination of LOs, ASs, breakdown in cognitive levels, types of questions and content framework.

A moderation policy must be functional, constantly evaluated and new ideas must be introduced regularly. Addendum K is an example of such an internal moderation checklist that can be amended regularly.

Within Theme 2, it is also important to have a checklist for the setting of examination papers or even assessment tasks in general. Moderators at schools can use the 9-criteria checklist for all subjects (See Addendum I). The checklist can regularly be adapted by using new research and good practices.

Theme 3 attends to the writing of the examination. There is a policy on writing procedures. This forms part of the quality requirements developed in the planning policy in Theme 1.

Procedures for the writing of examinations will be implemented and systematic evaluation and changes will be introduced regularly.

Marking procedures are in use. Systematic evaluation and changes can occur regularly. Written marking procedures are included in the examination policy as seen in Theme 1, Topic 1.

The moderation of marking ensures the quality assurance of the marking process. The subject teacher, in these cases the Tourism teacher and the subject head or HOD, will have some responsibilities. In many cases, the subject teacher will be the subject head as well. In these cases the moderation instrument must be of a generic kind, to guide the HOD to moderate the subject. In many cases the HOD will not be familiar with the subject content. Addendum M, Moderation of marking instrument, provides such an opportunity to the subject head/HOD. These criteria have been adapted from the Umalusi criteria, pitched at an examining body level. The instrument in Addendum M has been adapted for schools (Umalusi, 2006:59-60).

Theme 4 sensitises schools to the fact that they must have a Schools Assessment Irregularities committee (SAIC). The SAIC must communicate regularly with the examination official based at the district offices with regard to all internal assessment irregularities that occur in all stages:

- Investigate all irregularities by educators in the internal assessment process
- Investigate all internal assessment irregularities by any other person involved in internal assessment processes
- Investigate all irregularities conducted by learners during the internal assessment process
- Investigate any other internal assessment irregularity as and when requested by the district / regional director or his/her nominee
- Report all internal assessment irregularities to the Provincial Irregularities Committee (PEIC)

(WCED, 2008:1-3).

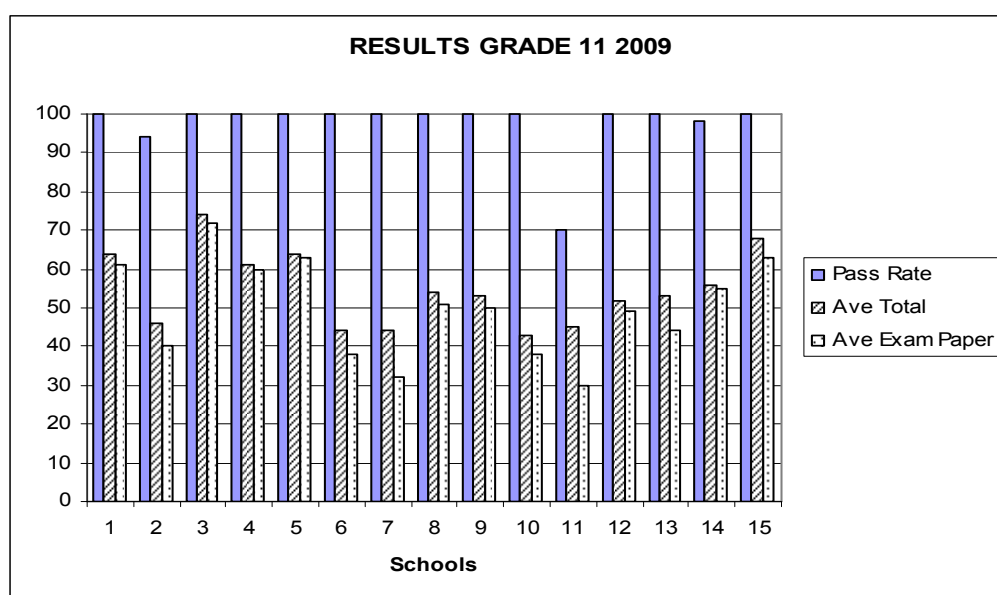
Schools should therefore ensure that the policy for irregularities is functional and constantly evaluated. The SAIC must adhere to prescribed national requirements.

Theme 5 is concerned with an evaluation process after the completion of examinations. The evaluation process must be functional and constantly evaluated. There must be active participation to analyse examination statistics to improve learning and teaching. Examination statistics can occasionally be analysed externally.

The examination results of the Grade 11 learners of the 15 experimental schools (2009) are indicated in the graph below (Graph 5.1). Schools must clearly understand that, although most schools' pass percentage was on the 30% interval, they still had challenges with the question paper as such. It is also clear that the SBA, which contributes 25% to the final mark and the PAT, which also contributes 25% to the final mark, made a great contribution to learners' pass rate.

Graph 5.1 can be proposed as an example. The average for the 15 schools in the total average column is 54%, but for the examinations it is only 49,7%. Schools should keep such statistics up to date annually, as well as analyse and interpret them.

GRAPH 5.1: RESULTS GRADE 11 TOURISM SAMPLE SCHOOLS 2009



Schools are also encouraged to analyse their examination question papers annually. Different from the above, analysis is done per question. Grades 10-11 Tourism examination question papers usually consist of eight questions. These questions are set up according to the SAG requirements as indicated in Chapter 3, Tables 3.10 and 3.11. From the above graph, the middle column shows the actual percentage of the school. The pass rate for Tourism is 30%, but in many cases, although a 100% pass rate was achieved overall, the examination paper average in the last column is not very high. The 100% pass on the 30%-level is partially the result of the higher results achieved in the SBA and the practical assessment task (PAT). School 13 has an average pass percentage of 52% for Grade 11 for 2009. Although the school had a 100% pass rate in 2009 for Grade 11, the pass rate for the examination paper was 49,6%. In Table 5.12 the results per question of school HOR 13 are analysed for 2007 and 2008. In 2007 there were 46 learners and in 2008 48 learners. School HOR 13 is one of the schools used in the original sample.

It is evident that there are challenges regarding Questions 4 and 6 in the question papers. Question 4 is usually a question about Sustainable Tourism, where learners are expected to analyse and interpret findings based on case studies. On the other hand, Question 6 deals with calculations regarding time and forex. Mathematical skills and interpretation play a major role in answering this question.

School HOR 13 analysed their Grade 11 questions. Although there was an improvement in Questions 4 and 6, their average percentage, in comparison with the other questions, is still below average.

TABLE 5.12: GRADE 11 TOURISM RESULTS FOR SAMPLE SCHOOL HOR 13

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Ave School
TOTAL MARK	24	12	40	25	15	30	20	30	200
2007	58%	58%	57%	36%	46%	30%	55%	56%	45,5%
2008	59%	57%	58%	38%	48%	36%	56%	57%	49%

This question analysis therefore indicates to school HOR 13 that Questions 4 and 6 must receive attention in terms of content, methodology and assessment.

5.3.5 The Quality Monitor – the instrument

The themes and topics of the Quality Monitor were discussed in Section 5.3.4 and an explanation was given how most of the supporting questions of the research question were included in this. Schools' SMTs can now use the Quality Monitor to plot their own position. For the convenience of the reader, it was decided to include the instrument in this text, rather than to attach it separately in an addendum.

TABLE 5.13: QUALITY MONITOR FOR EXAMINATIONS

THEME AND TOPIC		PHASE 1	PHASE 2	PHASE 3	PHASE 4
		Intentional policy	Start with a policy	Common policy	Active participation of staff in examination policy
		Quality individual responsibility	Develop examination procedures	Implementation of procedures	Systematic evaluation and changes
		Orientation on own subject	Number of quality requirements developed	Systematic evaluation and control	Research and external developments
1. Examination	Examination Policy	Not an official examination	An examination	An examination policy is in use.	An examination policy is

		PHASE 1	PHASE 2	PHASE 3	PHASE 4
Planning		policy yet.	policy is being developed		functional and constantly evaluated
	Examination Dates	Examination dates used at specific times	Examination dates introduced for all internal exams	Examination dates planned well in advance	Examination dates carefully planned and functionality of dates researched
	Examination Committee	No examination committee, orientation on own subject	An examination committee has been formed	Examination committee is operational	Examination committee functional and expertise brought in
	Examination meeting with Staff	Examination meeting focuses on own subjects	Examination meeting looks at exam procedures	Examination meeting highlights common policy and see to evaluation and control	Examination meeting will systematically evaluate running of examination and suggest changes.
	Invigilation	Invigilation is teacher's own responsibility	Develop invigilation procedures	Implement invigilation procedures. Systematic evaluation and control.	Active participation of staff in invigilation policies. Regular evaluation and change.
2. Examination / Test construction	Planning Matrix	A planning matrix not part of official examination paper construction. Individual teachers may use it.	The school is ready to introduce planning matrixes to construct quality papers	Planning matrix for examination paper construction in use. Procedures implemented.	Using latest research on examination paper and item construction in examination matrix in all subjects. Constantly evaluated and changed.
	Policy Documents	Class notes and textbooks used to set papers.	Use some policy documents, textbooks and content framework to construct the paper.	Use policy documents and content framework. Infuses content from textbook to construct the paper.	Using latest policy documents (SAG & LPG) in a coherent way and infuses content from approved text books.
	Site based moderation	Not an official moderation policy yet. Own subject quality assured.	A moderation policy being developed. A number of quality features embedded.	A moderation policy in use. Systematic control of process.	A moderation policy is functional and constantly evaluated. New ideas introduced regularly.
	Check list	Own subject	A checklist for	A generic	Use the 9

		PHASE 1	PHASE 2	PHASE 3	PHASE 4
	for setting of papers	will be quality assured. Own criteria used per subject.	setting of papers for all subjects being developed.	checklist for setting of papers for all subjects in use. Procedures implemented.	criteria checklist for all subjects. Checklist regularly adapted by using new research and good practises.
3. Writing of examinations	Procedures	There is an intentional policy. Writing procedures largely based on individual subjects.	Develop writing procedures. Quality requirements developed.	Procedures for writing of examination in use. Systematic control on procedures	Procedures for writing of examination in use. Systematic evaluation and changes regularly.
	Marking procedures	There is an intentional policy. Marking procedures largely based on individual subjects.	Develop marking procedures. Quality requirements developed.	Marking procedures in use. Systematic control on procedures.	Marking procedures in use. Systematic evaluation and changes regularly.
	Moderation of marking	Not an official moderation of marking policy yet. Own subject quality assured.	A moderation policy of marking being developed. A number of quality features embedded.	A moderation policy of marking in use. Systematic control on process.	A moderation policy of marking is functional and constantly evaluated. New ideas introduced regularly.
4. SAIC	Decisions on irregularities	There is an intentional policy. No SAIC currently operational. Irregularities addressed on an <i>ad-hoc</i> basis.	An irregularities policy is being developed. A number of quality features embedded	An irregularities policy is in use. The SAIC adheres to prescribed national requirements. A number of quality features embedded	The policy on irregularities is functional and constantly evaluated. The SAIC adheres to prescribed national requirements.
5. Post Examination discussion	Evaluation of process	Not an official examination evaluation process yet. Will evaluate process in own subject.	An evaluation process after examinations is being developed. A number of quality features embedded.	An evaluation process after examinations is in use. Systematic control of process.	An evaluation process after examinations functional and constantly evaluated. New ideas regularly introduced.
	Use of the examination statistics to improve learning and teaching	Examination statistics not used to improve learning and teaching. Limited to individual	Policy and procedure to use examination statistics to improve learning and teaching being	Policy and procedure to use exam statistics to improve learning and teaching implemented.	Active participation to use examinations statistics to improve learning and teaching.

		PHASE 1	PHASE 2	PHASE 3	PHASE 4
		subject teachers.	developed.		Examination statistics occasionally analysed externally.

The Quality Monitor includes a series of checklists to allow schools to rate themselves in terms of the above-mentioned phases of moderation competency (see Addendum R in the annexure). Schools could make use of all the supporting documentation included in Addendums F to M to measure and evaluate themselves in terms of the theme and topic they are dealing with.

Schools can then finally judge themselves according to the growth in terms of the respective themes. A judgement must be made for all 5 themes by using a scale. This scale consists of 4 phases (See Table 5.13 in this chapter).

TABLE 5.14: THEMES AND LEVELS

THEMES		PHASES			
		1	2	3	4
1	Examination Planning				
2	Examination / Test construction				
3	Writing of examinations				
4	SAIC				
5	Post Examination discussion				

If a school, for example, considers Theme 2, which relates to Examination/Test construction, and realise that they only "comply with some of the required standards', they will have to allocate a Code 2 for Theme 2.

How will a school be able to motivate the allocation of a Code 2 for Theme 2? The school will use the level descriptors included in the instrument (see the Quality Monitor, Table 5.13.), which will indicate in this case that the school:

- started with a policy
- develops examination procedures
- has developed a number of quality requirements

After the completion of the scoring, the school will enter a final code for a specific theme on the electronic instrument. This will be based on professional judgement, which includes self-evaluation, by using the different instruments in the attached addendums, as already indicated.

TABLE 5.15: EVALUATION TABLE IN THE ELECTRONIC INSTRUMENT

THEMES		CURRENT	GOAL
1	Examination Planning		
2	Examination / Test construction	2	3
3	Writing of examinations		
4	SAIC		
5	Post Examination discussion		

Given the unique circumstances of the school, each school could decide what the next step or goal would be. However, it should be realistic. Sometimes, it is necessary to pay attention to one specific theme, before moving on to a next. As referred to in the above example of a school judging themselves on a Code 2 for Theme 2, they will have an opportunity to indicate a growth plan for the following year on the electronic version of the instrument. (See shaded area in table 5.15). In Table 5.15, it is indicated that this school rated themselves with a Code 2 for Theme 2, but they are striving to develop towards a Code 3 within the following year.

It would have been unrealistic for this particular school to aim to achieve a Code 4 for Theme 2 within the following year, since it cannot be expected that the school moves over two levels within a year.

After schools have completed the table (Table 5.15) on the first sight page of the electronic instrument, the Excel program will process the current position and the goal position and attach a spider diagramme on the next sight page. This will serve as a visual representation in terms of the school's position according to the 5 themes mentioned above. It can also happen that a school had developed more in terms of one theme, in comparison with another one.

ILLUSTRATION 5.1: SCHOOL'S CURRENT POSITION

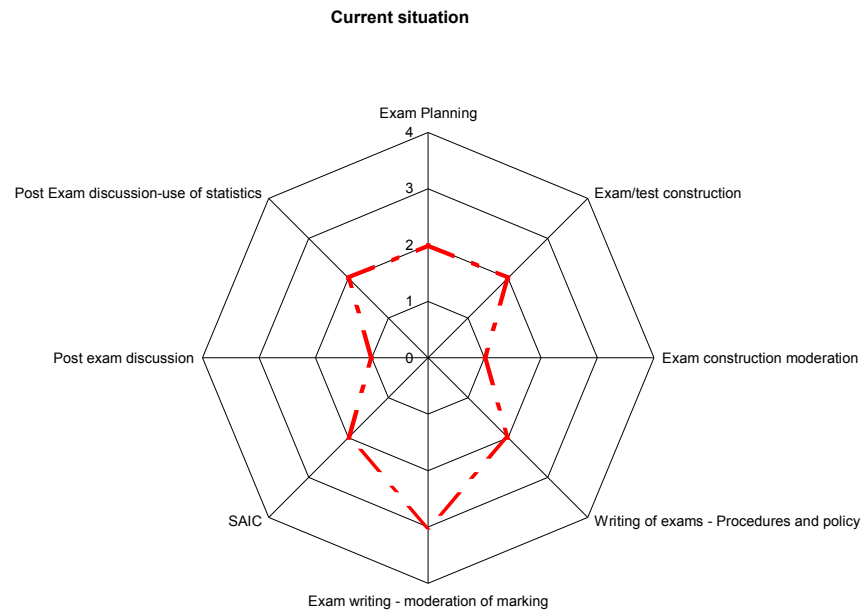
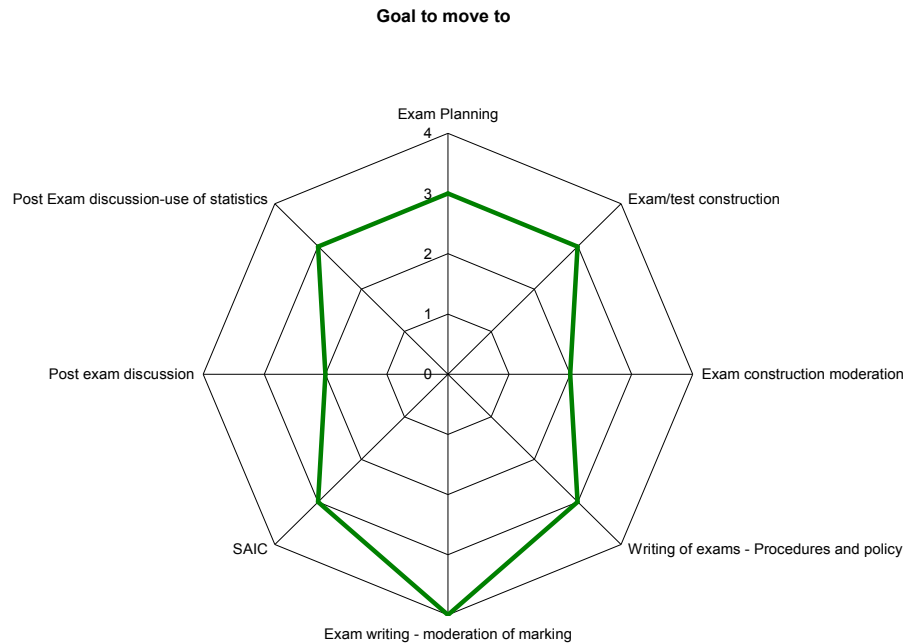


ILLUSTRATION 5.2: SCHOOL'S GOAL TO MOVE TOWARDS



In illustrations 5.1 and 5.2 the word examination (exam) is abbreviated to fit in the spaces as allocated for the word in the Excel programme.

5.3.6 Checklists for the Quality Monitor

Checklists for the five themes in the Quality Monitor were developed to support teachers and SMTs to complete the probing questions in the Quality Monitor. (Addendum R). Together with Addendum R, the other checklists in the addendum can also be used to plan for quality assurance and internal moderation.

5.4 Conclusion

The monitoring instruments that are provided in chapter 5 could assist teachers and SMTs in quality assuring school-based assessment. The Quality Monitor has been designed to assist the examination process and practices at schools.

The Quality Monitor was handed to 3 of the sample schools to pilot in their schools in 2009. The result of this pilot programme will be discussed in Chapter 6. The formulation of the criteria of the Quality Monitor once again shows the importance of a well planned examination system in schools. Teachers and SMTs will be able to plan and execute moderation systems in their subjects and schools.

CHAPTER 6

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In order to determine the suitability of the Quality Monitor and moderation instruments, the Quality Monitor was practically applied by a number of teachers and SMTs. The research question: 'How Internal Moderation of assessment in Tourism Grades 10-11, must be structured to adhere to accepted International and NCS standards of Quality Assurance?', guided the researcher to determine if the proposed Quality Monitor can assist schools to ensure examination quality. The last supporting question to the research question alluded to this: What must a common moderation instrument look like?

Three of the fifteen schools (20%) used this monitor and additional checklists to improve their moderation practices during 2009.

6.2 RESULTS, CONCLUSIONS

6.2.1 Results with regard to action research by three schools

Action research was the basis for the experimental application of the Quality Monitor at the three schools. Action research can be described as: "a continuous and participative learning process, with a starting point, but often no absolute endpoint. The core goal of action research is to create sustainable learning capacities and give participants the option to increase control over their own situation. Thus the heart of action research is the promotion of collaboration between a researcher-innovator and his or her clients" (Warrican, 2006:2).

All three of these schools received some of the lowest scores after the analysis of the questionnaires in Chapter Four. As from here, reference will be made to this group as the experimental group. The three schools, namely HOR 2, HOR 10 and DET11, had offered to use the Quality Monitor in 2009. Some of the moderation instruments as in the addendums I, K, M and checklists were used by the teachers and SMT.

Jointly, they would not only have used the Quality Monitor's own checklists, but also the checklist as composed in the addenda:

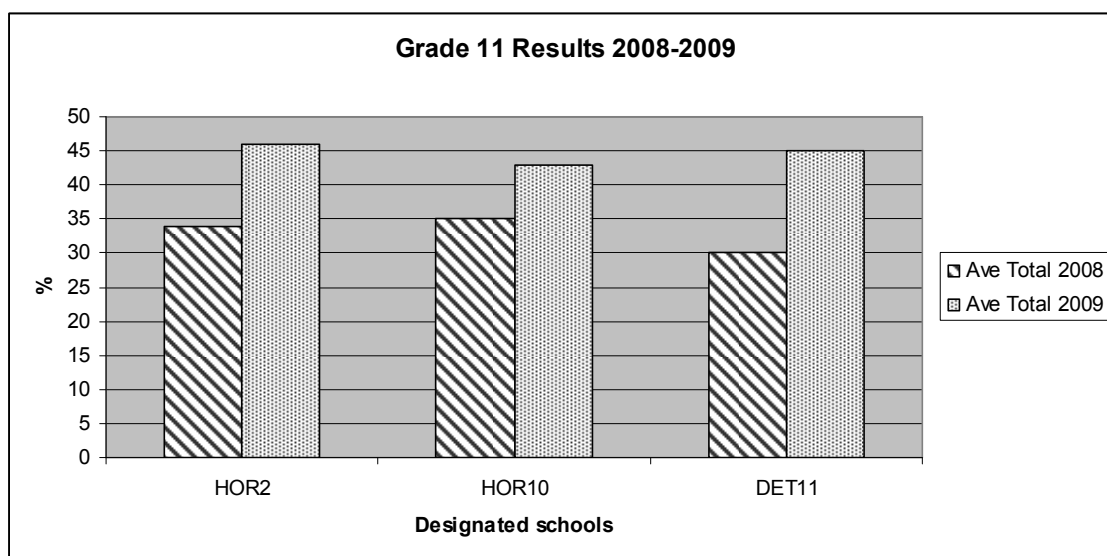
Addendum F: Examination Matrix

Addendum I: Examination Paper Moderation checklist

Addendum K: Internal moderation

All three of these schools had used the Quality Monitor and checklists during the course of 2009 to ensure an extent of internal moderation and quality assurance at their schools. The increase in the average percentage at the schools is an indication that the Quality Monitor and other checklists indeed fill a void with regard to internal moderation in these schools.

GRAPH 6.1: GRADE 11 RESULTS OF THE THREE SAMPLE SCHOOLS-2008-2009



When the results of schools HOR2, HOR10 and DET11 are considered, it is evident that their average pass percentage in Tourism increased from 2008 to 2009 (Graph 6.1). The average percentage is indicative of the joint examination mark (50%), PAT (20% added to examination) and the SBA (25%). Although their average percentage increased reasonably, there was not such a big increase in the results of the examination paper (part out of 50%). This confirms the fact that the improvement of the examination results requires a long-term plan. The Quality Monitor must be used for this purpose.

The improvement of the average pass percentage for Tourism in the three schools is as follows:

HOR2 – 12%

HOR10 - 8%

DET11 – 15%

6.2.2: Findings based on observation and conversation

As project leader / facilitator of the action research process, the researcher came to the following conclusions about the Quality Monitor programme after consultation and interaction with the different role-players:

- Teachers were of the opinion that the checklists, as included in the addendum and the Quality Monitor were compiled well and meet their needs
- Teachers in the other 12 project schools requested that they should receive these moderation instruments and the Quality Monitor programme as soon as possible in their schools; only after their comments and findings are taken into account, a founded conclusion can be reached
- The SMT in the other 12 project schools were of the opinion that they should receive these moderation instruments and the Quality Monitor programme as soon as possible in their schools
- Circuit team managers and Institutional Management and Governance (IMG) advisors, who are responsible for school governance, felt that the Quality Monitor programme should be introduced into their schools as soon as possible; many educators were of the opinion that the programmes also adhere to national policy and guidelines regarding examinations in terms of NCS guidelines
- Principals from schools that were not part of the experimental group, had also already made use of the internal moderation checklist (Addendum K), examination paper matrix (Addendum F) and examination checklist (Addendum I) in order to improve internal moderation and the setting of examination question papers in their schools
- During interaction with Grade 10 and 11 educators, almost everyone agreed that the Quality Monitor programme and checklists, as included in the addenda, should be available to all schools, because they can assist teachers with the planning of their assessment tasks and moderation thereof, as well as with the setting of quality examination papers
- Another important assumption that emerged from this project is that success is likely to be limited if a project is not supported by those in management positions (SMT) at a school
- It was also evident that the teachers of the 15 schools, while engaging with the questionnaires, started to show a better understanding of the NCS; the schools and teachers realised that they did not always have an understanding of all aspects, especially related to assessment and quality assurance in the NCS; in this regard the

study had already made a huge impact on the schools in the sample group; it is also noted that none of the schools was classified as high intervention schools in 2009, in comparison with 3 schools in 2008

Schools will have to be cautious not to implement the Quality Monitor programme as is. The necessary training will have to be provided to the schools' management teams.

The conclusion that the researcher reached was that teachers and schools need a certain extent of guidance in the management of internal moderation. Teachers are unsure of how to moderate their colleagues' assessment and examination papers. SMTs are also unsure up to which levels they should apply quality assurance and to what extent moderation should be done and managed.

6.3 DISCUSSION OF THE PROJECT AND RESULTS

The aim of the Quality Monitor school facilitation programme was to find a way of intervention. However, the promising results that were obtained during this investigation must be interpreted against the background of the circumstances and contexts of the 3 experimental schools. The increase in results, as indicated in 6.2.1, seems good, but one should keep in mind that the results from 3 schools in the experimental group grew from a low basis. Although the low basis is evident in previous results, one must also refer to this statement as an assumption. If this basis was higher, the growth would not have been so high.

The situation analysis had firstly shed more light on the problems experienced by teachers and SMTs in the Western Cape with regard to internal moderation. This information was obtained from the questionnaires itself, as well as during conversations with educators.

Because a significant correlation between programmes from abroad and the NCS guidelines could not be found, it was decided to develop a school facilitation programme which would keep track of the diversity of the South African school population. Since no South African programmes could be found which were developed according to the NCS guidelines, the researcher made use of a programme from abroad which was actually developed for 'Examining bodies' and then adjusted to make it useful for schools (Chapter 5).

The benefit of using a European programme is the fact that the programme had already been tested in practice by examination authorities, as discussed in Chapter 5. One disadvantage, however, is that the programme has been used on a regional level for examination centres in the Netherlands. The adapted version in the study is intended for individual schools and the expected results cannot necessarily be inferred from the Netherlands' model.

Due to the fact that the implementation of the Quality Monitor was conducted by means of action research, the researcher had the opportunity to obtain a more realistic image of the real situation at the schools, considering their existing facilities, the appropriateness of the suggested programme and the extent to which it can be practically implemented (McNiff & Whitehead, 2005: 5 -12). Valuable information on moderation styles and conduct at the 3 schools were collected in this way, in order to make recommendations and programme adjustments for the future.

The most important negative aspect of the Quality Monitor is the fact that it is computer-based and that the computer skills of teachers are on various competency levels. It will also further entail that a person based at the school will be permanently responsible to operate the system and give feedback with regard to the improvement or decline of the moderation process. The checklists of the Quality Monitor will have to be updated regularly.

Another insight gained from this action research project is the importance of flexibility in any solution that might be applied to a problem. All classrooms are different and require various shades of the same programme to meet their needs. If teachers would realise that they can adapt a solution to fit their circumstances and that they are not expected to take some pre-determined path, they are more likely to adopt a change and see it as their own. However, once again it seems that more is needed. Those participating in the development of any programme must not only buy into its activities, but they must also understand and accept the basis on which it is being developed.

6.4 RECOMMENDATIONS

Nick Taylor (2006:6) said in a paper presented to the 4th Sub-regional Conference on Assessment in Education:

"that a combination of SBA and capacity building aimed at strengthening internal accountability systems has significant effects on school performance. Programme evaluations have begun to demonstrate that a number of school development projects in South Africa are achieving improved performance. Specific factors identified as key elements of the internal accountability systems required for effective teaching and learning include: time regulation, planning and monitoring curriculum coverage, and management of textbooks. However, this is work in progress and much ground needs to be covered before the complex processes of curriculum leadership and teaching are properly understood."

From the results of the experimental group it is clear that quality assurance, especially internal moderation, has had an impact on the Tourism results for Grade 10 and 11 learners. The impact was the strongest on the quality of examination papers.

To remediate the problem of quality internal moderation is often more complicated and time-consuming than to initially try and prevent the problem. Poor subject and scholastic achievement could often be the result of the fact that such a system is either absent or completely insufficient.

Since quality assurance and internal moderation were both identified by WCED and DBE as important priorities, with the full optimisation of learners' abilities as end goal, the following recommendations are made in terms of the Quality Monitor programme:

- 6.4.1. Based on the fact that the experimental group achieved significantly better than the control group, it is recommended that the Quality Monitor programme should in principle be used in South African schools. The programme is not only applicable to Tourism as subject, but also to other subjects.
- 6.4.2. However, the programme will first have to be adapted after evaluation by teachers and SMTs.
- 6.4.3. The programme will have to be shortened after the necessary adjustments had been made, since some teachers and SMTs were overwhelmed by the magnitude thereof and because it might be expensive. The number of checklists could also be reduced (see addendums to address this).
- 6.4.4. Due to the fact that the Quality Monitor programme is reasonably simple, it is further recommended that the programme and checklists should be available to selected schools for experimental purposes.
- 6.4.5. For the purposes of further research, the development of more informal and qualitative evaluation methods are recommended, in order to determine the developmental levels of teachers and SMTs. Simple checklists for example, with narrative descriptors, can be used. Early interventions by district staff should also be done in order to identify deficiencies in terms of internal moderation.
- 6.4.6. One of the challenges will be to ensure that SMTs fully support the use of a quality assurance programme such as the Quality Monitor. It is suggested that the multi-functional teams at district offices will add it to their existing visiting checklist and frequently monitor the implementation thereof during school visits. It is also suggested that the use of the Quality Monitor should be included in the school improvement plans of schools. Each school is supposed to draw up a school improvement plan annually after the conclusion of the national Integrated Quality Monitoring System (IQMS) process.

- 6.4.7. It is also very evident that the biggest problems, as identified in the two questionnaires (see Tables 4.8 and 4.9), should be addressed immediately at all other schools. It is suggested that the Directorate for Assessment at the WCED should take note of this and compile district based training programmes to train teachers and members of school management teams. The results are generic to a large extent and valid for all the FET subjects.
- 6.4.8. Although this study was aimed at the FET stream of the NCS, the same processes could be applied to the GET. Action research could also be done in primary schools within a district to determine to what extent schools and educators apply quality assurance by means of internal moderation. Primary schools for such a sample could be included from urban, rural and especially farm schools, where multi-grade teaching is taking place. The Quality Monitor could be made usable to them with minor adjustments, especially with regards to subject contents.
- 6.4.9. In 2009 the Minister of Basic Education (DBE), Mrs Angie Motshekga, announced a committee to review the NCS curriculum. One of the principles of this curriculum review is to reduce administration overload and streamline of the curriculum. A project committee is to develop a single comprehensive Curriculum and Assessment Policy Statement for Grade R-12 and each learning area/subject as recommended by the Report of the Ministerial Committee on the Implementation of the National Curriculum Statement. The Curriculum and Assessment Policy Statements (CAPS) should provide clear guidelines on what teachers ought to teach and assess on a grade-by-grade and subject basis (DBE, 2010d:1-4;DBE, 2011b:1-34). The Quality Monitor can help schools to reduce administration overload by using this single instrument. The most comprehensive changes are in the GET intermediate phase where the number of subjects has been reduced. That implies that the changes to the revised curriculum through new documents, referred to as Curriculum Assessment Policy Statements (CAPS), will slowly be phased in (DBE, 2010b:5-9). This will be a good opportunity with teacher training starting in 2011 to use the Quality Monitor as part of the training process.
- 6.4.10. In March 2010 a Green Paper on The Integrated Assessment System (IAS) for Quality Basic Education was issued by the DBE. The new IAS was inspired by broader government priorities in education, and it will scan the existing terrain of assessment in basic education articulating short- and long-term measures towards identified nationally determined outcomes including Grade 3, 6, 9 and 12

Annual National Assessment and public examinations. In the report the following statement was made on SBA:

"The standard of internal assessment has been an issue of major concern, since teachers have not been properly trained and hence the standard and quality of assessment tasks have varied across schools and across teachers. The low reliability of this assessment has always been an issue of public debate and therefore at the Grade 12 level the SBA scores are statistically moderated to the external examination scores"

(DBE, 2010c:6).

The Quality Monitor can also assist in addressing the standard of moderation of SBA. It is recommended that the Quality Monitor is placed as comment on the Green Paper.

Umalusi (2004b), in its report on the quality of School Based Assessment (SBA) at the Grade 12 level, made the following comments regarding the assessment conducted by the teacher:

"The standard of assessment tasks is poor in some of the provinces. This results in inflated marks being provided for SBA, which provides learners with a false notion of their performance in the Senior Certificate. The low level of subject knowledge amongst some teachers is also contributing to poor levels of performance in CASS. There is an absence of internal moderation reports and constructive feedback to teachers/learners. Assessment can only improve if meaningful feedback is provided to educators on their strengths and weaknesses"

(DBE, 2010c:7).

The researcher has already been in contact with Umalusi and has informed them of the Quality Monitor as an instrument with which to improve quality assurance of internal moderation.

6.5 CONCLUSION

In conclusion, it is envisaged that this study will also make a positive contribution to the development of teachers and SMTs, DBE and WCED as champions of quality assurance and internal moderation. The researcher is of the opinion that this research, as well as the instruments that were developed, could assist both the teachers and school management teams to improve the standard of quality assurance and moderation in schools. In future, new educators need to become experienced and successful teachers. Internal moderation as part of quality assurance will provide quality assessment and examinations to learners. If this should be realised, this study would have been worthwhile and have achieved the goal as set out in the initial research question.

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ADDENDUM A: QUESTIONNAIRE 1 – TEACHERS

QUESTIONNAIRE 1 CONFIDENTIAL

MODERATION

TOURISM GRADE 10 and 11

Name of Teacher :

List Nr:.....

Name of school:

1. A. Qualifications

1.7 How many years of teacher training do you have?

1.8 Do you have any training in tourism?

1.9 If yes, which course and duration thereof?

1.10 Have you attended Departmental Tourism Courses for educators?

1.11 If yes, please provide information about courses you have attended.

1.6 How long have you been teaching?

1.B PHYSICAL ENVIRONMENT

My school is situated in an area with socio-economic problems. If yes, give an explanation of the type of problems.

I am lacking necessary resources. If yes, give a description of the type of things you are lacking.

My average class size is

learners

2. SUBJECT PLANNING

- 2.1 Does your school have an Assessment Policy?
- Does your subject have an Assessment Policy
- Do you have the Tourism NCS Grades 10 -12 Learning area statement and Assessment Guidelines?
- 2.4 Do you have an educator's portfolio available?
- 2.5 Do you have a written Moderation Policy for your subject?
- 2.6 Are you familiar with all the policy documents; White Paper 6 National Assessment Policy, Language Policy, White Paper 7 and Protocol for Assessment.

ASSESSMENT TASKS

3.1 In the planning and compilation of formal assessment tasks, attention is given to the inclusion of the following principles of the NCS (FET)? *[An Assessment task includes activities e.g. research tasks, projects, tests and exams]*

Indicate on a scale of 1 to 5 to what extent you are already including these principles in your tasks.

- 6. Never**
7. Ad hoc-basis
8. Sometimes
9. Often
10. Always

3.1.1 Outcomes Based Education

1	2	3	4	5
---	---	---	---	---

3.1.2 High level of knowledge and skills

1	2	3	4	5
---	---	---	---	---

3.1.3 Integration and applied competency

1	2	3	4	5
---	---	---	---	---

3.1.4 Inclusion and Transportability

1	2	3	4	5
---	---	---	---	---

3.1.5 Human Rights, inclusivity, environmental and social justice (also an aspect of HIV)

1	2	3	4	5
---	---	---	---	---

3.1.5 Indigenous knowledge systems

1	2	3	4	5
---	---	---	---	---

3.1.7 Believability, quality and effectiveness

1	2	3	4	5
---	---	---	---	---

3.2 During the planning and compilation of assessment tasks, attention is given to the following aspects:

Indicate on a scale of 1 to 5 to what extent you are addressing the following aspects of planning in your tasks :

- 6 Not yet**
7 Sometimes
8 Often
9 Continuously
10 Always

I am planning according to the learning outcomes and assessment standards

1	2	3	4	5
---	---	---	---	---

I am using the critical outcomes.

1	2	3	4	5
---	---	---	---	---

I cover all the assessment standard during the year.

1	2	3	4	5
---	---	---	---	---

I do not assess all the assessment standards.

1	2	3	4	5
---	---	---	---	---

In my planning, I am also integrating outcomes and assessment standards

1	2	3	4	5
---	---	---	---	---

I record all assessment on my recording sheets.

1	2	3	4	5
---	---	---	---	---

3.2.7 I only record the prescribed tasks formally

1	2	3	4	5
---	---	---	---	---

In my planning I am also making provision for learners with learning barriers

1	2	3	4	5
---	---	---	---	---

I am planning for a variety of assessment strategies. *[This also implies a variety of assessment instruments]*

1	2	3	4	5
---	---	---	---	---

My assessment tasks are covering several cognitive levels (see Bloom)

1	2	3	4	5
---	---	---	---	---

4. INTERNAL MODERATION OF MY SUBJECT

4.1 Give a short description of you understanding of internal moderation?

4.2 When I moderate, I look at :

4.2.1 The examination paper and the answer sheet?

4.2.2 The quality of the question paper

4.2.3 Are questions addressed on different cognitive levels?

4.3 To what extent are you addressing the following principles of assessment during the compilation and moderation of assessment tasks:

Indicate on a scale of 1 to 3 to which extend you are already addressing the following aspects of internal moderation in your assignments.

- 1 = seldom**
2 = on a ad-hoc basis
3 = continuously

4.3.1 Was the task valid?
 (The learner's own work, LOs addressed as well as skills, knowledge)

1	2	3

4.3.2 Was it fair?
 (All learners have access to LTSM, adequate time, race, religion, sex - no discrimination)

1	2	3

4.3.3 Was it reliable?
 (Instructions for assessment was clear, instrument clear, moderation took place before assessment, sufficient evidence)

1	2	3

4.3.4 Both the assessor (teacher) and learners know the procedures during assessment.

1	2	3
---	---	---

4.3.5 The integrity of the assessment process was maintained throughout?

1	2	3
---	---	---

4.3.6 Was feedback given to learners after the assessment?

1	2	3
---	---	---

5 MODERATION OF THE EXAMINATION QUESTION PAPER

Indicate on a scale of 1 to 5 to what extent you are already addressing the following aspects in your planning.

- 6 Not yet
- 7 Sometimes
- 8 Often
- 9 Continuously
- 10 Always

5.1 There is a matrix for tests or examinations available for planning.

1	2	3	4	5
---	---	---	---	---

5.2 Examinations / tests are reflecting the learning outcomes and assessment standards

1	2	3	4	5
---	---	---	---	---

5.3 Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines.

1	2	3	4	5
---	---	---	---	---

5.4 Weights per learning outcomes, as determines in the assessment guidelines, are followed.

1	2	3	4	5
---	---	---	---	---

5.5 I use taxonomies (e.g. Bloom) when compiling a question paper for the exams

1	2	3	4	5
---	---	---	---	---

5.6 The examination instructions are clear to the learners

1	2	3	4	5
---	---	---	---	---

5.7 The questions and assignments are continuously linked with the expected answers
(I know what answer I want from the question)

1	2	3	4	5
---	---	---	---	---

5.8 The mark allocation of the question is clear

1	2	3	4	5
---	---	---	---	---

5.9 I make provision for learners with learning barriers

1	2	3	4	5
---	---	---	---	---

THANK YOU FOR YOUR CONTRIBUTION TO IMPROVE THE QUALITY OF THE
PROCESSES OF INTERNAL MODERATION

ADDENDUM B: QUESTIONNAIRE 2 SCHOOL MANAGEMENT TEAMS

QUESTIONNAIRE 2 CONFIDENTIAL

MODERATION – PROCESS OF PLANNING IN SCHOOL

TOURISM GRADES 10 & 11

Name of Teacher :

List Nr:.....

Name of school:

1. MODERATION PLANNING IN THE SCHOOL

1.1 Does your school adhere to the examining body requirements?

1.2 Do your staff have appropriate knowledge on moderation?

1.3 Does the school have moderation policy?

1.4 Does the H.O.D or Subject Head moderate Tasks and exam papers?

1.5 Does the school have an examination committee?

1.6 Do the principal and the SMT plan for internal moderation?

1.7 Does the H.O.D or Subject Head submit written reports to the internal moderator?

MODERATION OF ASSESSMENT TASKS AND EXAMINATIONS

2.1 In the planning and compilation of formal assessment tasks and examinations, attention is given to the inclusion of the following aspects of moderation by the SMT and H.O.D.

Indicate on a scale of 1 to 5 to what extend these aspects are already included in the moderation of tasks and examination papers your tasks.

11. Never

12. Ad hoc-basis

13. Sometimes

14. Often

15. Always

2.2.1 Technical Criteria

1	2	3	4	5
---	---	---	---	---

2.2.2 Content coverage

1	2	3	4	5
---	---	---	---	---

Cognitive skills

1	2	3	4	5
---	---	---	---	---

Types of questions

1	2	3	4	5
---	---	---	---	---

2.2.5 Marking Memorandum and assessment instruments

1	2	3	4	5
---	---	---	---	---

Language and bias

1	2	3	4	5
---	---	---	---	---

Adherence to Assessment policies / Guidelines

1	2	3	4	5
---	---	---	---	---

2.2.8 Overall impression

1	2	3	4	5
---	---	---	---	---

2.2.9 Examinations / tests are reflecting the learning outcomes and assessment standards

1	2	3	4	5
---	---	---	---	---

THANK YOU FOR YOUR CONTRIBUTION TO IMPROVE THE QUALITY OF THE
PROCESSES OF INTERNAL MODERATION

ADDENDUM C: STATISTICS QUESTIONNAIRE 1

Descriptives

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Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
How many years of teacher training do you have?	15	3	7	4.27	.248	.961
How long have you been teaching?	15	6	35	20.67	1.756	6.800
Class sizes	15	9	61	35.00	3.176	12.300
Gr10Learners	15	13	170	59.13	9.499	36.789
Gr10 Average %	15	22.7	62.2	46.640	2.9843	11.5580
Gr10Failures	15	0	38	12.30	3.028	11.729
Gr11Learners	15	12	80	43.93	4.937	19.122
Gr11 Average %	15	29.5	60.7	46.847	2.9368	11.3741
Gr11Failures	15	0	27	7.80	2.222	8.604
Valid N (listwise)	15					

Frequencies

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Frequency Table

How many years of teacher training do you have?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	13.3	13.3	13.3
4	9	60.0	60.0	73.3
5	3	20.0	20.0	93.3
7	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Do you have any training in tourism?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	1	6.7	6.7	6.7
No	14	93.3	93.3	100.0
Total	15	100.0	100.0	

If yes, which course and duration thereof?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ACE	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Have you already attended Departmental Tourism Courses for educators?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	12	80.0	80.0	80.0
No	3	20.0	20.0	100.0
Total	15	100.0	100.0	

If yes, please provide information about it.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	20.0	20.0	20.0
Course by S.Gelderblom	1	6.7	6.7	26.7
Settlers HS 2008	1	6.7	6.7	33.3
UWC, S Gelderblom	2	13.3	13.3	46.7
wCED 2005, 2006	1	6.7	6.7	53.3
WCED 2005, 2006	1	6.7	6.7	60.0
WCED 2006	3	20.0	20.0	80.0
WCED, 2005, 2006	3	20.0	20.0	100.0
Total	15	100.0	100.0	

How long have you been teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6	1	6.7	6.7	6.7
14	1	6.7	6.7	13.3
15	1	6.7	6.7	20.0
16	1	6.7	6.7	26.7
17	1	6.7	6.7	33.3
19	2	13.3	13.3	46.7
21	1	6.7	6.7	53.3
23	2	13.3	13.3	66.7
24	1	6.7	6.7	73.3
25	1	6.7	6.7	80.0
26	1	6.7	6.7	86.7
27	1	6.7	6.7	93.3
35	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Crime, poverty, gangs	4	26.7	26.7	26.7
Disadvantage Community	1	6.7	6.7	33.3
No	5	33.3	33.3	66.7
No financial support, no parent support	1	6.7	6.7	73.3
Poverty	2	13.3	13.3	86.7
Socio economic problems	1	6.7	6.7	93.3
Swak disipline/armoede/dwelms	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Shortages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Books	1	6.7	6.7	6.7
Books, magazines, newspapers	1	6.7	6.7	13.3
Books, reference works	1	6.7	6.7	20.0
Data projector, interactive board	1	6.7	6.7	26.7
Magazines,	1	6.7	6.7	33.3
Magazines, CD's, no contacts	1	6.7	6.7	40.0
Tourism industry	1	6.7	6.7	46.7
Maps, Magazines	1	6.7	6.7	53.3
Nee - miskien data projektors	1	6.7	6.7	60.0
No need	4	26.7	26.7	86.7
source documents	1	6.7	6.7	93.3
Yes	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Class sizes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
9	1	6.7	6.7	6.7
15	1	6.7	6.7	13.3
26	1	6.7	6.7	20.0
30	2	13.3	13.3	33.3
35	1	6.7	6.7	40.0
36	1	6.7	6.7	46.7
38	1	6.7	6.7	53.3
40	5	33.3	33.3	86.7
45	1	6.7	6.7	93.3
61	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Does your school have an Assessment Policy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	60.0	60.0	60.0
	No	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

Does your subject have an Assessment Policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	53.3	53.3	53.3
	No	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

Do you have the Tourism NCS Gr 10 -12 Learning area statement and Assessment Guidelines?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	93.3	93.3	93.3
	No	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Do you have an educator's portfolio available?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	93.3	93.3	93.3
	No	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Do you have a Moderation Policy for your subject?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	46.7	46.7	46.7
	No	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

Are you familiar with all the policy documents?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	53.3	53.3	53.3
	No	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

Outcomes Based Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ad-hoc basis	2	13.3	13.3	13.3
	Sometimes	5	33.3	33.3	46.7
	Often	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

Outcomes Based Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Ad-hoc basis	2	13.3	13.3	13.3
Sometimes	5	33.3	33.3	46.7
Often	8	53.3	53.3	100.0

High level of knowledge and skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ad-hoc basis	4	26.7	26.7	26.7
Sometimes	4	26.7	26.7	53.3
Often	7	46.7	46.7	100.0
Total	15	100.0	100.0	

Integration and applied competency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Ad-hoc basis	4	26.7	26.7	26.7
Sometimes	8	53.3	53.3	80.0
Often	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Inclusion (with regard to barriers of learning) and Transportability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	6.7	6.7	6.7
Ad-hoc basis	6	40.0	40.0	46.7
Sometimes	2	13.3	13.3	60.0
Often	6	40.0	40.0	100.0
Total	15	100.0	100.0	

Human Rights, inclusivity, environmental and social justice (also an aspect of HIV)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	6.7	6.7	6.7
Ad-hoc basis	2	13.3	13.3	20.0
Sometimes	6	40.0	40.0	60.0
Often	6	40.0	40.0	100.0
Total	15	100.0	100.0	

Indigenous knowledge systems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	6.7	6.7	6.7
Ad-hoc basis	5	33.3	33.3	40.0
Sometimes	6	40.0	40.0	80.0
Often	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Believability, quality and effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ad-hoc basis	2	13.3	13.3	13.3
	Sometimes	5	33.3	33.3	46.7
	Often	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

I am planning according to the learning outcomes and assessment standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	13.3	13.3	13.3
	Often	6	40.0	40.0	53.3
	Continuously	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

I am using the critical outcomes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	1	6.7	6.7	6.7
	Sometimes	4	26.7	26.7	33.3
	Often	6	40.0	40.0	73.3
	Continuously	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

I cover the entire assessment standard during the year.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	6.7	6.7	6.7
	Often	7	46.7	46.7	53.3
	Continuously	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

I do not assess all the assessment standards.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	1	6.7	6.7	6.7
	Sometimes	6	40.0	40.0	46.7
	Often	4	26.7	26.7	73.3
	Continuously	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

In my planning, I am also integrating outcomes and assessment standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	1	6.7	6.7	6.7
	Sometimes	2	13.3	13.3	20.0
	Often	4	26.7	26.7	46.7
	Continuously	8	53.3	53.3	100.0
	Total	15	100.0	100.0	

I record all assessment on my recording sheets.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	13.3	13.3	13.3
	Often	6	40.0	40.0	53.3
	Continuously	6	40.0	40.0	93.3
	Always	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

I only record the prescribed tasks formally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	1	6.7	6.7	6.7
	Sometimes	1	6.7	6.7	13.3
	Often	2	13.3	13.3	26.7
	Continuously	6	40.0	40.0	66.7
	Always	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

In my planning I am also making provision for learners with learning barriers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	2	13.3	13.3	13.3
	Sometimes	5	33.3	33.3	46.7
	Often	6	40.0	40.0	86.7
	Continuously	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

I am planning for a variety of assessment strategies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	2	13.3	13.3	13.3
	Sometimes	3	20.0	20.0	33.3
	Often	7	46.7	46.7	80.0
	Continuously	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

My assessment tasks are covering several cognitive levels.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	20.0	20.0	20.0
	Often	9	60.0	60.0	80.0
	Continuously	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Do I moderate The examination paper and the answer sheet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	86.7	86.7	86.7
	No	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

Do I moderate The quality of the question paper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	93.3	93.3	93.3
	No	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Are questions addressed on different cognitive levels?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	80.0	80.0	80.0
	No	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Was the task valid?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	6.7	6.7	6.7
	On an ad-hoc basis	11	73.3	73.3	80.0
	Continuously	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Was it fair?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	2	13.3	13.3	13.3
	On an ad-hoc basis	12	80.0	80.0	93.3
	Continuously	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Was it reliable?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	6.7	6.7	6.7
	On an ad-hoc basis	11	73.3	73.3	80.0
	Continuously	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

Both the assessor and learners follows the procedures during assessment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	6.7	6.7	6.7
	On an ad-hoc basis	8	53.3	53.3	60.0
	Continuously	5	33.3	33.3	93.3
	4	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

The integrity of the assessment process was maintained throughout?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	3	20.0	20.0	20.0
	On an ad-hoc basis	6	40.0	40.0	60.0
	Continuously	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

Was feedback given to learners after the assessment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	2	13.3	13.3	13.3
	On an ad-hoc basis	6	40.0	40.0	53.3
	Continuously	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

There is a matrix for tests or examinations available for planning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	15	100.0	100.0	100.0

Examinations / tests are reflecting the learning outcomes and assessment standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	20.0	20.0	20.0
	Often	6	40.0	40.0	60.0
	Continuously	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

Examinations / tests include questions on several cognitive levels, as prescribed in the Assessment Guidelines.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	13.3	13.3	13.3
	Often	7	46.7	46.7	60.0
	Continuously	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

Weights per learning outcomes, as determines in the assessment guidelines, are followed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not yet	1	6.7	6.7	6.7
Sometimes	2	13.3	13.3	20.0
Often	7	46.7	46.7	66.7
Continuously	5	33.3	33.3	100.0
Total	15	100.0	100.0	

I use taxonomies when compiling a question paper for the exams

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not yet	3	20.0	20.0	20.0
Sometimes	2	13.3	13.3	33.3
Often	9	60.0	60.0	93.3
Continuously	1	6.7	6.7	100.0
Total	15	100.0	100.0	

The examination instructions are clear to the learners

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	1	6.7	6.7	6.7
Often	6	40.0	40.0	46.7
Continuously	6	40.0	40.0	86.7
Always	2	13.3	13.3	100.0
Total	15	100.0	100.0	

The questions and assignments are continuously linked with the expected answers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	1	6.7	6.7	6.7
Often	6	40.0	40.0	46.7
Continuously	5	33.3	33.3	80.0
Always	3	20.0	20.0	100.0
Total	15	100.0	100.0	

The mark allocation is clear

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Often	3	20.0	20.0	20.0
Continuously	8	53.3	53.3	73.3
Always	4	26.7	26.7	100.0
Total	15	100.0	100.0	

Provision is made for learners with learning barriers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not yet	1	6.7	6.7	6.7
	Sometimes	5	33.3	33.3	40.0
	Often	7	46.7	46.7	86.7
	Continuously	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

ADDENDUM D: STATISTICS QUESTIONNAIRE 2

Frequencies

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Frequency Table

1.1 Does your school adhere to the examining body requirements?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	100.0	100.0	100.0

1.2 Does your staff have appropriate knowledge on moderation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	40.0	40.0	40.0
	No	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

1.3 Does the school have moderation policy?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	53.3	53.3	53.3
	No	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

1.4 Does the H.O.D or Subject Head moderate Tasks and examination papers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	93.3	93.3	93.3
	No	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

1.5 Does the school have an examination committee?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	60.0	60.0	60.0
	No	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

1.6 Does the principal and the SMT plan for internal moderation and is there a moderation plan available?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	100.0	100.0	100.0

1.7 Does the H.O.D or Subject Head submit written reports to the internal moderator?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	100.0	100.0	100.0

2.2.1 Technical Criteria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ad hoc-basis	1	6.7	6.7	6.7
	Sometimes	5	33.3	33.3	40.0
	Often	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

2.2.2 Content coverage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	6	40.0	40.0	40.0
	Often	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

2.2.3 Cognitive skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	6.7	6.7	6.7
	Ad hoc-basis	8	53.3	53.3	60.0
	Sometimes	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

2.2.4 Types of questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ad hoc-basis	4	26.7	26.7	26.7
	Sometimes	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

2.2.5 Marking Memorandum and assessment instruments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	33.3	33.3	33.3
	Often	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

2.2.6 Language and bias

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	4	26.7	26.7	26.7
	Often	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

2.2.7 Adherence to Assessment policies / Guidelines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	33.3	33.3	33.3
	Often	9	60.0	60.0	93.3
	Always	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

2.2.8 Overall impression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	20.0	20.0	20.0
	Often	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

2.2.9 Examinations / tests are reflecting the learning outcomes and assessment standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	20.0	20.0	20.0
	Often	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

ADDENDUM E: TASK AND EXAMINATION MATRIX

EXAMINATION MATRIX: Grade 11

SUBJECT : TOURISM			EXAMINER/S:				
EXAMINATION DATE: JUNE/SEPT/NOV			FORMAT OF EXAM:				
Q no	LO & AS's	CONTENT FOCUS	COGNITAVE LEVEL (e.g. Knowledge, Comprehension, Analysis)	TAX CODE	LEVEL OF DIFFI- CULTY	% IN EXAM	NUMBER OF QUESTIONS & MARKS
1	Short Q	Icons, Provinces, SADC	Knowledge	BI	1	20	20
2	11.1.1	Interdependence, sub-sectors	Comprehension	Solo	2	10	1Q 10
3	11.1.2	Benefits of Tourism, White Paper	Application	BI	3	5	1Q 5
2	11.1.3	Jobs in Sub-sectors	Application	BI	3	5	2 nd Q 5
4	11.3.1	Terminology – icons	Comprehension	BI	2	5	1Q 5
5	11.3.2	Time Table, schedules, gateways	Application	Rm	3	5	1Q 5
5	11.3.3	A SADC Country, Activities, Culture	Knowledge	BI	1	5	2 nd Q 5
6	11.3.4	Provinces, location , map work	Knowledge	Solo	1	10	2Q x 5
7	11.3.5	Foreign Exchange	Application	Solo	3	15	1Q 15
2	11.3.6	Global events, positive/negative	Analysis	BI	4	10	1Q 10
6	11.2.1	Tourist potential, case study	Comprehension	BI	2	10	3 rd Q 10
				L1 = 35% L3 = 30% L2 = 25% L4 = 10%		TOTAL QUESTIONS: 100	

BI = Bloom Taxonomy
Rm = Romiszowski Taxonomy
Solo- Solo Taxonomy

COGNITIVE LEVEL (SAG)	PERCENTAGE	MARKS	DIFFICULTY
Knowledge	30	60	1
Comprehension	20	40	2
Application	30	60	3
Analysis, evaluation and synthesis	20	40	4

ADDENDUM F: EXAMINATION MATRIX

SUMMARY GRID -

	ASSESSMENT STANDARDS						TOTAL MARKS
	1	2	3	4	5	6	
SECTION A							
LEARNING OUTCOMES							
1	4	1	1	-	-	-	6
2	0	7	0	4	-	-	11
3	4	3	0	0	1	4	12
4	4	0	5	1	1	-	11
TOTAL SECTION A							40
SECTION B, C, D & E							
LEARNING OUTCOMES	1	2	3	4	5	6	
1	14	16	10	-	-	-	40
2	10	15	12	3	-	-	40
3	5	13	13	9	4	10	50
4	9	6	5	4	6	-	30
TOTAL SECTION B,C,D & E							160
TOTAL OF PAPER:							200

	SPREAD OF COGNITIVE LEVELS				
	Knowledge	Comprehension	Application	Analysis, Synthesis, Evaluation	Total
Sect. A	26	0	14	0	40
%	65	0	35	0	100
Sect. B	12	11	10	7	40
Sect. C	13	13	10	4	40
Sect. D	17	5	17	11	50
Sect. E	8	7	9	6	30
Total marks:	50	36	46	28	160
Actual %	30	23	29	18	100
Suggested %	30	20	30	20	100

WEIGHTING & SPREAD OF LOs	LO1	LO2	LO3	LO4	TOTAL
Actual Marks	46	51	62	41	200
Suggested Marks	50	40	70	40	200
Actual Percentage	23	25.5	31	20.5	100
Suggested Percentage	25	20	35	20	100

EXAMINERS:	MODERATOR:
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ADDENDUM G: AN ASSESSMENT STRATEGY

TYPES OF ASSESSMENT

TYPES OF ASSESSMENT	DESCRIPTION
Baseline assessment	is important at the start of a grade or phase and at the beginning of any learning cycle to establish what learners already know and can do. It assists teachers to plan learning programmes and learning activities.
Diagnostic assessment	Is used to find out about the nature and cause of barriers to learning that the learner experiences and that learning did not take place. It is followed by applicable support strategies to plan for intervention, guidance, remediation or reference to a specialist.
Formative assessment	Monitors and supports the process of learning and teaching and is used to inform teachers and learners about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.
Summative assessment	Gives an overall picture of a learner's competence or progress at a specific moment. It can occur at the end of any period, for example a learning activity, learning cycle, a term or a year.
Systemic assessment	is a way of assessing the appropriateness of the education system

METHODS OF ASSESSMENT

Methods of assessment relate to the procedures that the teacher follows to assess the learner (Who?)

METHODS OF ASSESSMENT	DESCRIPTION
Self assessment	Learners assess their own individual performance against given criteria in different contexts, i.e. individual work, group work, etc
Peer assessment	Learners assess the individual performance of another learner or group of learners against the given criteria in different contexts, i.e. individual work, group work, etc
Group assessment	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria
Teacher assessment	The teacher assesses the individual performance of learners against the given criteria in different contexts, i.e. individual work, group work, etc

ASSESSMENT INSTRUMENTS

Assessment instruments are tools that the teacher can use to assess what is appropriate for the planned method of assessment.

ASSESSMENT INSTRUMENTS (TOOLS) TO ASSESS LEARNER PERFORMANCE	DESCRIPTION
Rating Scale	Rating scales are any marking system, where a symbol (such as an A or B) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation used rating scales. However, they often did not have descriptive details. As a result it was not easy to get a good sense of learners' strengths and weaknesses in terms of intended outcomes.
Observation Sheets	This kind of assessment is often based on activities that require from learners to interact with each other with the purpose to solve a problem to present a product. Observations must be intentional and should not happen randomly, in other words, the teacher should know what he/she will assess on a given point in time and the learners will be informed likewise. It should be recorded or by using an appropriate instrument, such as a rubric, which has been designed for this purpose, to assess the evidence.
Memorandum	It supplies the answers on specific questions and indicates how marks will be allocated. Specific guidelines indicate the requirements with which some answers must comply.
Rubrics	Rubrics are a combination of graded codes and descriptors of standards. It consists out of a horary of standards with descriptors which indicate the scope of acceptable performance for each coded level.
<ul style="list-style-type: none"> ▪ Analytical 	An analytical rubric gives a clear picture of the separate aspects to which the criteria must consist with competence descriptors.
<ul style="list-style-type: none"> ▪ Holistic 	A holistic rubric assesses the whole of the required standard (such as the criteria of the whole job/piece of work/task and all the pertaining implications.
Checklist / task list	These lists consist of discrete statements describing a learner's performance in a particular task. When a particular statement on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off the checklist then describe a learner's performance. Checklists are appropriate for peer and group assessment.

METHODS OF COLLECTING EVIDENCE

Methods for collecting evidence of assessment:

Observe, listen, read, interpret, ask questions, conduct interviews, confer and review

ASSESSMENT TECHNIQUES

A technique can be a special way in which the teacher uses the method as instrument to provide an opportunity for the learners to demonstrate hi/her achievement/performance. In this way a learner can also decide on the manner in which his/she will make, do or demonstrate the evidence of learning. It could be an object or situation.

ASSESSMENT TECHNIQUES	DESCRIPTION
Presentation	This is an instrument that allows learners to communicate information, progress, results or acquired knowledge in written, multi-media or web-based formats. This form of assessment can effectively be used in combination with other forms of assessment e.g. presenting an argument, report on a project or research findings.
Debate	A situation is presented to learners, often a problem or incident to which they have to respond by providing arguments and opinions in support or against the ideas in the situation.
Demonstrations	It is expected of a learner to demonstrate a range of skills. The product or the process or both can be assessed.
Case studies	It is a description of the past/current events, concerning real-life or simulated situations in the form of a paragraph or text, a video a picture or role-play exercise. It is followed by a series of instructions to elicit responses from learners. The learner's insight and application of theoretical knowledge is tested individually or in group context.
Research and investigation	The tasks and activities will require a learner to gather, process, present and use information and data. The teacher can assess when a learner can apply critical and analytical thinking skills.
Interview	An interview is probably the oldest and best-known means of obtaining information directly from learners. It combines two assessment activities, namely observation and questioning. An interview is a dialogue between the assessor and the learner, creating opportunities for learner's questions.
Portfolio	A file or folder in which evidence of a learner's response/s is presented. The response is assessed to determine the level of performance.
Practical demonstration	Learners are allowed to demonstrate hand and behaviour skills. The product or process, or both, can be assessed in order to assess a demonstration of skills.

ASSESSMENT TECHNIQUES	DESCRIPTION
Project task	It could be a project, e.g. an article, menu, report and poster. The process and product must be assessed. It could be done in groups and take place/happen without firm supervision.
Project/s	It consists of a collection of integrated tasks and activities that will require learners to investigate, design, develop, evaluate, record and communicate solutions in which the time constraints are more relaxed. Projects are practical, comprehensive and open-ended, undertaken without close supervision, but with teacher guidance and support.
Role play	Learners are presented with a situation, a problem or incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or a learner may be briefed about a particular role to be played.
Assignments	It is a problem-solving exercise with clear guidelines and a specified length. It is more structured with more restrictions than a project. It is commonly used to assess problem-solving skills of a given topic.

Tests/examinations	Tests/examinations consist of a range of questions to which learners have to respond in a given time and under controlled conditions. A test/examination is usually used to assess knowledge and application of the LA/subject and cognitive skills such as problem solving as well as understanding and interpretation of texts.
Simulations	It presents real activities or conditions. It is suitable for assessing in cases where demonstrations and observation could render reliable results.
Observation	The teacher uses this normally without thinking of it deliberately. The learner is continuously informally observed to assess his/her understanding and progression. It is used in practical and task based assessment.
Questions/check list	A questionnaire is a structured written set of questions relating to particular areas of performance. Unlike an interview learners are assessed according to specific standards and results are recorded.

ADDENDUM H: PROVISION OF INCLUSION ASSESSMENT TIPS

Adaptation and planning of Lesson Plans

Baseline Assessment tasks must be set at the beginning of a year in order to establish the nature and extent of barriers to learning. This will enable teachers also to establish the current level of achievement of all learners. Learners with barriers to learning may experience a loss of learning over the extended period of the December holiday.

Lesson Plans must be developed or adapted to meet the specific needs of the learners. Activities must be adapted to accommodate the varied levels of development of the learners' skills and knowledge in relation to the selected outcomes and assessment standards.

Differentiated teaching and assessment (Multi-level) is necessary to meet the diverse needs of all the learners in the class. The example below of a "Curriculum Ladder" indicating how to differentiate a task to meet the needs of individual learners supplies greater clarification as how to adapt the work the teacher wants the learner to experience according to the individual strengths, needs, interests and concentration span of the individual learner.

Time allocation to tasks and activities should be flexible and adapted to the needs of the individual learner.

Curriculum Adaptation Ladder

	Ask.....	Example
	1. Can the learner do the same as peers?	Spelling
If not can....	2. The learner do the same activity but with adapted expectations?	Fewer words
If not can....	3. The learner do the same activity but with adapted expectations and materials?	Matching the words to pictures
If not can....	4. The learner do a similar activity but with adapted expectations?	Words that are functional and in the learner's daily environment
If not can....	5. The learner do a similar activity but with adapted materials?	Computer Spelling program?
If not can....	6. The learner does a different, parallel activity?	Learn a computer typing program, learn word processing with a spell checker, write or put pictures in a journal.
If not can....	7. The learner does a practical and functional activity with assistance?	Play/work with a word puzzle, game, flash cards etc. assisted by a buddy or class aid.

This ladder suggests that the amount of work, the level of difficulty of the work, the level of support needed and the participation of the learner in the task must be adjusted to meet the needs of individual learners.

Participatory and collaborative learning allows for learners with barriers to learning contributing to tasks and activities at a level appropriate to their level of development. Highly gifted learners will contribute differently according to their strengths and interests. Joint planning, discussion and reflection will stretch other learners and add value to the learning of all participants.

A range of tasks and activities should be designed or simplified to meet the range of needs within a particular class. These can include worksheets, large print and constructions. Adaptations usually require little extra equipment but plenty of creative thinking on the part of the teacher.

The principle of high expectation for learners with barriers to learning should always be at the forefront of the teachers mind in order to empower learners and assist them to reach their full potential. Challenges should be carefully graded so as not to discourage learners.

In mainstream classes it would be important for the teacher not to expend a disproportionate amount of time meeting the needs of learners to barriers to learning. Use of the buddy system and peer learning and teaching can help prevent this from occurring.

Ongoing record keeping and note taking by the teacher is not only a valuable part of CASS but assists the teacher to continually review the progress of learners. This enables the teacher to make appropriate individual adjustment of the lesson plans for the learners for the coming week.

Teachers will find it helpful to constantly review their teaching methods. Note taking on successes and failures will enable the teacher to develop effective teaching methodologies.

It is essential that the gifted learner should not be forgotten by teachers when doing their planning. The curriculum ladder could be extended upwards to plan more challenging tasks within the same Learning Outcomes and Assessment Standards.

Specific tips for interaction with learners who experience language barriers:

- Parental involvement is critical to establish the background behind the learner's language barrier. Details such as home language, age at which additional languages were introduced, learner's exposure to these languages including television and radio, etc.
- Share ideas with parents regarding language stimulation. Emphasis should be placed on the importance of home language acquisition as a basis for the further development of additional languages.
- **Place** the learner in a position that will minimise distractions.
- Assumptions should not be made about the level of understanding of a learner with language barriers. This should be regularly checked by the teacher through discussion and questioning.
- Facial expressions (don't overdo it), actions, pictures and objects can be used to ensure understanding of vocabulary and concepts.
- **Do not discourage translations** by other learners the learner should be allowed to utilise any resource necessary to ensure that comprehension takes place. This ultimately leads to language development and can be an important part of peer learning.
- Introduce new **vocabulary** at the beginning of a new context, keeping in mind that all curricular activities are language based. Pay special attention to abstract concepts, e.g. measure, higher, bigger than, summarise, etc.
- When explaining concepts or giving instruction, **shorter sentences** with pauses between sentences will facilitate understanding.
- **When repeating a concept it is helpful to rephrase what is being said.**
- Use of the **present tense** will simplify sentences.
- Learner with language barriers often experience more difficulty with **adjectives, pronouns and prepositions. It is advisable to start with** the concrete (demonstrating using objects and actions), moving to semi-abstract (pictures) and then to abstract (writing).
- Gently provide learners with the **correct language when errors are made**, for example:
Learner: 'I eated meat at home'

Educator: 'Yes, you ate meat at home

This strategy should be used with care and caution and should not lead learners to feel failure or that the content of what they are saying is not important to the teacher.

- **Reading:** Provide the class with a pre-reading activity to introduce new vocabulary and to place the story in context e.g. use a poster and flash cards.
- Use **paired reading** to encourage fluency in reading.
- Focus on **what** the learner is telling you (the message) and **not always** on **how** the language is used (or the pronunciation).
- Provide learners with plenty of **opportunity to speak** the language in which the barrier is being experienced.
- While it is essential to encourage learners with barriers to learning to communicate and speak in additional languages it is also very important that these learners be allowed to communicate in the school environment in their home language. This is especially important for younger learners.

Specific tips for interaction with the learner who experience memory and concentration barriers

- Reduce distractions – keep the learner's desk clear.
- Keep learners who are easily distracted busy with as many positive activities as possible e.g. choose them to hand out papers – this will help keep them out of trouble!
- Demonstrate to learners what is required of them rather than simply telling them what to do.
- Making eye contact and lowering and getting down to the learner's level will also calm the learner.
- Complete one activity at a time. Be sure that it is clear to learners when one activity has ended and a new activity is about to begin.

Break the task down into small steps or learning objectives. Allow the learner to move from what is familiar to the unfamiliar. Assign activities which the learner can do before moving on to more difficult activities. Go back to lower levels of work if the learner encounters problems.

Praise and encouragement are of vital importance, even when only slow progress is being made.

- Allow the learner extra practice at doing the activity, this ensures that the learner has mastered the skill and increases confidence. (This is sometimes called 'over learning') The teacher must, at the same time, be careful not to hold the learner back at the same level for too long. Some concepts may never be mastered and the learner must be given opportunity to move on to the next level or activity.

Some learners will need to practice the concept with a range of materials. E.g. Writing can be practised in the sand, with finger paint, with crayons as well as with pencil and pen. This is called generalising the learner's learning.

- Revision of each day's work at home is very important. Parents should be actively involved in this.
- In order to keep such learners constructively busy, and to prevent them from disturbing and distracting other learners during individual activities, the teacher should have a number of activities planned for learners with short concentration spans.
- Learning can be assisted by the use of a tape recorder and earphones. The teacher or parents could record reading and learning texts which learners could listen to while following in their own books. This would be particularly helpful before tests. This method can also be successfully used with phonics and spelling skills.
- It is essential that all staff at a school who inter-acts with learners with short concentration spans should agree on a common approach to responding to an individual learner's behaviour. This is particularly important in the use of rewards and punishments. Planned and consistent responses are the keys to success. For example; the school bus driver and the rugby coach should follow the same strategies as the class teacher. This will require team planning.
- These learners need a lot of structure and routine built into their activities and daily programme. They are easily upset by sudden changes to the programme. Routine and structure allow the learners to feel secure; this builds the learners' confidence, allowing them to try out new learning experiences in the classroom.

WHEN AN ASSESSMENT STANDARD REQUIRES THE LEARNERS TO:	
ASK	Learners MAY respond in different modes. "Ask" should be replaced with "communicating" questions.
ANSWER DISCUSS TALK	Learners could communicate using verbal and non-verbal responses such as visual representations, concrete objects, etc.
EXPLAINS GIVE AN EXPLANATION	Does not only refer to verbal explanations but also non-verbal modes such as signing, drawing and writing.
RECOGNISE	This could include verbal and non-verbal responses such as signing and writing.
NAME SPEAK SAY	Could also include non-verbal modes such as writing, signing or even pointing to an object or written word.
OBSERVES	Refers to visual, auditory as well as tactile observations.
SUGGESTS/ PROPOSES	Should include verbal and non-verbal modes.
INVESTIGATE	Should make provision for the learner to use different verbal and non-verbal modes such as oral, written and electronic (web). Could be adapted to allow learners to <i>interview / question</i> others to arrive at responses.
WRITE	Could include communicate, draw a picture or respond in Braille.
HANDLES, DRAWS AND OBSERVES	Should be treated as "handles and/or draws and/or observes" to be more inclusive.

ADDENDUM I: EXAMINATION MODERATION CHECKLIST

MODERATION OF EXAMINATION PAPERS ON SITE (SCHOOL)

CHECKLIST

CRITERION 1: TECHNICAL CRITERIA

CRITERIA	YES	NO
1.1 The question paper is complete with grid, memorandum, relevant answer sheets and formula sheets/addenda.		
1.2 The cover page has all relevant details such as time allocation, name of the subject, and instructions to candidates.		
1.3 The instructions to candidates are clearly specified and unambiguous.		
1.4 The lay out of the paper is candidate friendly.		
1.5 The paper has the correct numbering.		
1.6 Appropriate fonts are used throughout the paper.		
1.7 Mark allocations are clearly indicated.		
1.8 The paper can be completed in the time allocated.		
1.9 The mark allocation on the paper is the same as that on the memo.		
1.10 The quality of illustrations, graphs, tables etc is appropriate and print ready.		
1.11 The paper adheres to the format requirements in the Subject Assessment Guideline.		

CRITERION 2: SITE (SCHOOL) MODERATION

CRITERIA	YES	NO
2.1 The HOD /Subject Head Moderation report is included.		
2.2 There is evidence that the paper has been moderated internally.		
2.3 The quality, standard and relevance of input from the Internal Moderator is appropriate.		

CRITERION 3: CONTENT COVERAGE

CRITERIA	YES	NO
3.1 The paper adequately covers the LOs and the ASs as prescribed in the policy and guideline documents. (LPG and SAG)		
3.2 The paper allow for creative responses from candidates.		
3.3 The weighting and spread of content of LOs and ASs is appropriate according to the SAG.		
3.4 The examples and illustrations are suitable, appropriate, relevant and academically correct.		
3.5 There a correlation between mark allocation, level of difficulty and time allocation.		
3.6 The assessment standards are appropriately linked and integrated.		

CRITERION: 4 COGNITIVE SKILLS.

CRITERIA	YES	NO
4.1 There is an appropriate distribution in terms of cognitive levels as decided by the teacher (Bloom's taxonomy or any other taxonomy that may have been used).		
4.2 Choice questions are of an equal level of difficulty.		
4.3 There is a correct distribution of marks according to the SAG requirement.		
4.4 As determined by the teacher the paper can provide opportunities to assess the following: <ul style="list-style-type: none"> - reasoning and communication ability - ability to translate from verbal to symbolic - ability to compare and contrast, and to see causal relationship and to express an argument clearly 		

CRITERION: 5 TYPES OF QUESTIONS

CRITERIA	YES	NO
5.1 There is an appropriate distribution in the types of questions as required by the SAG		
5.2 Questions are according to the requirements of the Subject Policy documents.		
5.3 Main Categories of question types addressed – Categories can overlap: Factual Recall Multiple choice Open-ended Problem Solving Data response Creative.		

CRITERION: 6 MARKING MEMORANDUM

CRITERIA	YES	NO
6.1 The answers in the marking memorandum is accurate.		
6.2 The memo corresponds with questions in the question paper.		
6.3 The memo makes allowance for alternative responses.		
6.4 The memo facilitates marking.		
6.5 The marking memo is laid out clearly and neatly typed.		
6.6 The marking memo is complete with mark allocation and mark distribution within the questions.		
6.7 The memo indicates the LOs and ASs assessed.		

CRITERION: 7 LANGUAGE AND BIAS

CRITERIA	YES	NO
7.1 Subject terminology/data is used correctly.		
7.2 The language register is appropriate for the level of the candidate.		
7.3 There are no subtleties in the grammar that might create confusion.		
7.4 The paper does not have any evidence of bias in terms of gender issues, race, cultural issues, and provincial and regional bias where appropriate.		
7.5 Passages used in the text is of appropriate length, and the level and complexity of the vocabulary is appropriate.		

CRITERION 8: ADHERENCE TO ASSESSMENT POLICIES / GUIDELINE DOCUMENTS?

CRITERIA	YES	NO
8.1 The question paper is in line with the current policy/guideline documents, e.g. NCS and supporting documents: SAG, LPG, PAT Documents, Assessment Protocol.		
8.2 The paper reflects the prescribed learning outcomes and assessment standards.		
8.3 The weighting and spread of content of the LOs and ASs is appropriate as per the Subject Assessment Guidelines.		

CRITERION 9: OVERALL IMPRESSION

CRITERIA	YES	NO
9.1 The question paper is fair, valid and reliable.		
9.2 The paper as a whole assesses the outcomes of the Curriculum Statement.		
9.3 The question paper is of the appropriate standard.		
9.4 The standard of the question paper compares favourably in relation to previous years' question papers.		
9.5 There is a balance between the assessment of skills, knowledge and values.		
9.6 Predictability:		
Comments:		

Assessor: Signature: Date:

Moderator: Signature: Date:

Principal: Signature: Date:

Adapted from the Umalusi Checklist, Examining Bodies. (Umalusi 2008.a)

ADDENDUM J: ASSESSMENT POLICY CHECKLIST

SCHOOL:

YEAR:

Complete the checklist by making a ✓ next to each applicable item.

REQUIREMENTS	YES	COMMENTS
SCHOOL'S DETAILS:		
▪ Name of the school		
▪ Year/Date		
INDEX		
▪ Rationale for an assessment policy		
▪ Managing assessment:		
Role of the principal		
Role of school management team		
Role of the teachers		
Role of the learners		
Role of the parents/guardians		
▪ Planning and implementation of SBA		
▪ School assessment plan/teachers' ass. programme		
▪ Internal verification of assessment		
▪ Internal moderation		
▪ Recording learner achievement		
▪ Reporting of learner performance		
▪ Promotion [Grade 9 – 12]		
▪ Schedules		
▪ Teacher/Educator support teams		
▪ Evidence of learner performance in Subject		
▪ Intervention and support		
▪ Alternative and adaptive methods of assessment		
▪ Irregularities		
▪ Appeals		
▪ Learner profile		
▪ Capturing, analysing and archiving of results/data		
▪ Moderation as method of quality assuring of assessment		
▪ Internal examinations		
▪ Managing of common assessment tasks		
▪ Subject changes in the FET		
COMMENTS		
.....		
.....		
.....		
.....		

.....
Name

.....
Signature

.....
Date

ADDENDUM K: INTERNAL MODERATION CHECKLIST

CRITERIA	YES	NO	COMMENT
CONTINUOUS ASSESSMENT			
▪ Is there proof of continuous assessment (SBA)?			
▪ Is Planning and Assessment tasks linked?			
ASSESSMENT TASKS			
▪ Is there a planning matrix available?			
▪ The task is included in the work schedule			
▪ A range of competencies and skills are addressed			
▪ A range of Learning Outcomes (LO) and assessment standards are addressed (AS)?			
▪ Various cognitive levels are taken into consideration in planning. (Bloom, Ramosowski, and Solo.)			
▪ The task is appropriate to levels and context of the learners			
▪ The task is integrated with work or learning			
▪ The task is manageable, methods straightforward			
ASSESSMENT OF TASKS			
▪ The assessment method is fair			
▪ Assessment is open, learners understand the process			
▪ Assessment focus on the LOs and ASs			
▪ Sufficient – evidence that all criteria have been met and performance to the required standard/s could be repeated with consistency			
▪ An assessment instrument/s is/are available?			
TEACHER'S FILE			
▪ The teacher's portfolio is a compilation of all tasks for school based assessment			
▪ The prescribed numbers of tasks are included in the Portfolio. Additional pieces of evidence are included.			
▪ Are tasks that are not formally recorded also included?			
▪ Is there evidence of clear instructions for: assessment task, assessment instruments and authenticity of the learners' work?			
▪ Programme of Assessment and School Assessment Plan included?			
▪ Provide the LOs and ASs assessed in each task and show how LO, AS's have been integrated in the design of tasks.			
EVIDENCE OF LEARNERS WORK			
▪ Evidence on Progress, growth and achievements can be collected from the portfolio			
▪ All pieces of evidence are included			
▪ The formal recorded pieces are clearly marked in the portfolio and used for progression/promotion			
▪ Tasks reflect a variety of competencies and skills			
▪ Evidence of Alternative Assessment for learners with barriers to learning			

.....
Educator / HOD /Principal

.....
Date

ADDENDUM L: EXAMPLE OF A SCHOOL EXAMINATION POLICY

EXAMINATION POLICY OF.....HIGH SCHOOL

1. AIM

The aim of the examination policy is to establish a routine to assist educators with their planning and the administration of examinations.

The aim of an examination (or test) is to afford learners the opportunity to demonstrate competence in work covered for a certain period of time. A larger sample of work will be tested than in ordinary class tests.

The examination is also a diagnostic instrument which affords educators the opportunity to test understanding, consolidation, subject content, terminology, basic concepts and examination techniques. Thus, an examination is also formative. Remedial teaching must take place after every examination and/or test. An examination is a means to an end and not an end in itself. Shortcomings must be identified and analyzed – similarly to the way in which it is done after the senior certificate examinations. The answers of learners will reflect the standard of methodology, the cognitive levels of questioning as well as the levels of insight.

2. PROCEDURE

- 2.1 Dates for examinations / tests are determined well in advance by the SMT and must be indicated on the year planner.
- 2.2 The SMT will determine the date on which **both** question papers and memorandums will be handed in. Sufficient time should be allowed for setting, moderation, typing, photocopying and packaging of the question papers.
- 2.3 Where more than one educator is teaching a grade the question paper as well as the memorandum must be circulated in order to ensure that work covered in the paper has been taught by all educators.
- 2.4 All question papers must be **typed** using a common format on the first page. This format should contain the name of the school, emblem, subject, grade, date, duration of question paper etc.
- 2.5 The Subject Head / SMT determine and control a due date – a minimum of two days prior to the actual writing of the paper. The question papers must then be stored in the safe according to a time line. (Ensure that a completed exam timetable is visible in the safe/strong room which will be used as a control mechanism for the handing in of question papers in order to avoid a crisis on the day of the actual examination).
- 2.5 The examination official / / Delegated person is responsible for resolving all exam – related problems / issues.
- 2.6 Examinations will be written as follows:

E.g. Grade 8 and 9
Grade 10 and 11	June, September and November
Grade 12	June and September
- 2.7 Tests will be written in the following way:
- 2.8 Tests must have a minimum total ofmarks and must include a variety of questions (e.g. higher and lower cognitive level questions, sketches (where applicable), paragraphs, essay- type questions etc.).

- 2.9 In the **FET the formal tests and examinations** are indicated in the Subject Assessment Guidelines (SAG'S), January 2007.
- 2.10 The day prior to the commencement of the examinations classes should be organized in the following manner:
1. desks should be evenly spaced
 2. learners should be seated alphabetically
 3. the seating plan should be visible on the chalkboard / wall
- 2.11 Educators invigilating should emphasize the following:
- implications of absenteeism
 - provisions / requirements e.g. stationery such as pens, pencils, erasers, calculators, etc.
 - examination irregularities (dishonesty)
 - study sessions (when learners are not writing) – no music, magazines, etc.
 - importance of exam instructions: check question papers – photocopied correctly, correct paper e.g. Biology Hg (question paper) etc.
 - correct writing paper (e.g. stamp all writing paper to avoid the possibility for learners to bring prepared notes into the examination centre
 - time management
- 2.12 Invigilators should not be doing anything other than **invigilating** (no marking, reading, etc.)
- 2.13 Remind learners of the time – e.g. one hour has passed, five minutes left,)
- 2.14 At the end of the exam session scripts must be collected and checked **by the invigilator** before dismissing learners.
- 2.15 Be cautious when dishonesty is suspected – be absolutely certain. Remove and sign the learner's script. Provide the learner with new paper to continue with the examination. Report the matter to the principal.
- 2.16 Do not allow any satchels / bags at the learners' desks.
- 2.17 Scripts should be handed to the respective subject teacher.

3. ABSENTEEISM

- 3.1 A doctor's certificate is required.
- 3.2 Once the register has been completed the parents must be contacted to ensure that the learner is still able to write the exams - if it is possible.
- 3.3 Where a learner fails to write the examination – indicate absent. At the end of the year - revise the mark. (See departmental circular 25/2010)
- 3.4 Inform the parents of any incident and keep a record of it.

4. REVISION OF MARKS

- 4.1 Within three days scripts must be marked and together with the mark sheets handed to the subject head / grade head.
- 4.2 The subject head will moderate the marks.
- 4.3 The final mark sheets will be presented to the subject head / academic head for approval.

- 4.4 Subject head will sign off the final mark sheet, and verify the mark.
- 4.5 Marks will then be loaded onto the system.
- 4.6 The schedules (reflecting all subjects) will be printed per class/grade and presented to the grade head. [Check with Final Mark sheet]
- 4.7 Cross checking must be done in order to ensure that the correct marks appear on the schedule.
- 4.8 The final schedule to be signed constitutes a legal document (Government Gazette 29467 Dec 2006)
- 4.9 When discussions regarding marks take place decisions must be minuted and the principal must be informed about any changes (where the principal is not directly involved).
- 4.10 Reports must contain sufficient information in order for parents to understand the content.
- 4.11 Se Fraudulent Report Cards. (See Government Gazette 296467/2006)
- 4.12 Meaningful comments must be made in reports (eg. not John must work harder in subject X, as he obtained 25% - this is quite obvious).
Comments must be encouraging.
Reports must be personally signed by the grade head / class teacher / principal for the following two reasons:
 1. Acknowledge academic tendencies.
 2. Personal interest in an individual.
- 4.13 Create an opportunity to discuss the results with parents.
- 4.14 Use the subject results for remedial work.

ADDENDUM M: INSTRUMENT FOR THE MODERATION OF MARKING

RESPONSIBILITIES	COMMENTS
<i>The roles and responsibilities of Subject Head / HOD include the following:</i>	<i>Reflection by the Subject Head or HOD on the process</i>
Attending and participating in the memorandum discussions;	
Supporting the SMT in ensuring the efficient and effective marking of scripts	
Taking responsibility for the marking of scripts amongst the teacher markers assigned to him or her;	
Taking responsibility for the mark sheets and answer scripts assigned to him or her;	
Ensuring that the markers under his or her supervision mark the scripts in accordance with the marking memorandum	
Moderating at least 10% of the scripts marked by the teachers under his or her supervision in order to ensure consistency and maintenance of standards within the marking process	
Reporting all alleged irregularities identified during the marking process to the SMT Marker; and	
Compiling a report on marking as required and submit it to the SMT.	
<i>Subject Teachers ' Roles and Responsibilities:</i>	
The roles and responsibilities of teacher markers include the following:	
Marking the scripts assigned to him or her, according to the marking memorandum;	
Taking responsibility for the scripts and mark sheets assigned to him or her	
Accurately transferring the marks from the script to the mark sheet; and	
Identifying and reporting all alleged irregularities identified during the marking process to the Subject Head / HOD	

.....
NAME

.....
DATE

ADDENDUM N: QUALITY ASSURANCE OF MULTIPLE-CHOICE ITEMS

CHECKLIST MC-items

RELEVANCE	YES	NO
It is clear from the question what subject matter and or competence is being tested?		
Can the question be answered by using different skills than that is intended?		
Is the question a trick question, i.e. it suggest a non-existent problem?		
Does the question contain unintended clues as to the correct answer? I.e. would 'test wise' candidates be able to answer the question?		
Is the degree of difficulty unintentionally increased by irrelevant information?		
Is the type of question suited to the aim of the test?		
Is the degree of difficulty of the test as a whole acceptable for the type of school intended?		
Does the test as a whole give reasonable representation of the objectives set out in the test programme?		
USE OF CONTEXT		
Are the illustrations, graphs, etc. functional?		
Are the illustrations, graphs, drawings, etc. clear?		
Are the drawings accurate?		
Are any notes on illustrations etc. unambiguous, concise and clear?		
Does the added text contain superfluous information?		
QUESTION AND ANSWER		
Read and answer the <i>question without reading the alternatives</i> . Does the answer you have given correspond with the key as given?		
Is your correct response among the alternatives?		
Is there more than one response among the alternatives?		
Are there other correct responses apart from the one given among the alternatives?		
THE QUESTION		
Is there a clear question or task?		
Is there enough information to answer the question?		
Is there unnecessary information?		
THE ALTERNATIVES		
Is each alternative plausible?		
Is the key free from telling repetitions from the question?		
Are absolute qualifiers such as 'always' or 'never' avoided?		
Is the combination of question and alternative free from double negatives?		
Are there no manually exclusive alternatives?		
Are the alternatives approximately the same length?		
Are the alternatives grammatically and semantically acceptable continuations of the question?		
Are the alternatives free of references to each other?		
Are the alternatives logically ordered?		
Are the alternatives sufficiently distinct?		

ADDENDUM O: CHECKLIST OPEN-ENDED ITEMS

RELEVANCE	YES	NO
It is clear from the question what subject matter and or competence is being tested?		
Can the question be answered by using different skills than that is intended?		
Is the question a trick question, i.e. it suggest a non-existent problem?		
Does the question contain unintended clues as to the correct answer? i.e. would 'test wise' candidates be able to answer the question?		
Is the degree of difficulty unintentionally increased by irrelevant information?		
Is the type of question suited to the aim of the test?		
Is the degree of difficulty of the test as a whole acceptable for the type of school intended?		
Does the test as a whole give reasonable representation of the objectives set out in the test programme?		
USE OF CONTEXT		
Are the illustrations, graphs, etc. functional?		
Are the illustrations, graphs, drawings, etc. clear?		
Are the drawings accurate?		
Are any notes on illustrations etc. unambiguous, concise and clear?		
Does the added text contain superfluous information?		
USE OF LANGUAGE		
Is the question formulated grammatically?		
Does the question contain over-complicated syntax?		
Does the question contain a double negative?		
Does the question contain unnecessarily negative terms?		
Could the expression of the question lead to misunderstandings?		
Is there a danger of a distinct change in meaning due to a shift in emphasis?		
INFORMATION		
Does the question contain sufficient information to permit a correct answer to be given?		
Does the question give sufficient information on the required length and form of answer?		
PRESENTATION		
Are the questions and their subsections clearly distinct?		
Is the numbering of questions clear and consistent?		
Have current conventions on the use of symbols, punctuation, ect. Been observed?		
Have tables, etc. been checked for errors?		
Are references in questions to texts, drawings, tales, etc. correct?		

MARKING INSTRUCTIONS		
Has model answer been drawn up for each question? Are the questions in the answer probable?		
Is there a clear indication of what should be marked as 'incorrect' or 'not completely correct' in answers?		
Is there a clear indication of how many marks may be awarded to the correct elements in the answer? i.e. are the marking instructions clear? Have general guidelines been included?		
Have clear instructions for markers been included?		
If it is impossible to formulate a model answer for one or more questions have marking criteria been included in the marking instructions?		
Are the marking instructions too vague, or general to permit uniform marking?		
Are the marking instructions so detailed and extensive that they are difficult for the marker to use?		
Does the layout of the marking enable the marker to gain a rapid overview of his/her marking task?		

ADDENDUM P: ASSESSMENT STANDARDS FOR GRADES 10 AND 11

Grade10

LO 1: Tourism as an Interrelated System The learner is able to evaluate the tourism industry as an interrelated system	LO 2: Responsible and Sustainable Tourism The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.	LO 3: Tourism Geography, attractions and Travel trends. The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.	LO 4: Customer Care and Communication The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.
10.1.1 <ul style="list-style-type: none"> • Demonstrate an understanding of: the concepts tourism and tourist, reasons why people travel, sectors and sub-sectors, role-players 10.1.2 <ul style="list-style-type: none"> • Identify the different types of tourists and match their needs with the services and products provided by each of the sectors and sub-sectors. 10.1.3 <ul style="list-style-type: none"> • Source information on job and career opportunities available in the tourism sectors, sub-sectors and related services. 	10.2.1 <ul style="list-style-type: none"> • Demonstrate an understanding of the concepts "environment", eco-tourism and sustainable and responsible tourism. 10.2.2 <ul style="list-style-type: none"> • Examine the role of the community in protecting the environment. 10.2.3 <ul style="list-style-type: none"> • Demonstrate an understanding of the concepts heritage and world heritage site and discuss criteria for the declaration of a world heritage site. 	10.3.1 <ul style="list-style-type: none"> • Apply map reading skills to identify and locate physical features, borders, landmarks and so on for use in a tourism context. 10.3.2 <ul style="list-style-type: none"> • Interpret distance tables to determine distances between South Africa's major cities. 10.3.3 <ul style="list-style-type: none"> • Investigate and discuss South Africa's role in terms of supporting tourism in the SADC region. 10.3.4 <ul style="list-style-type: none"> • Analyse and report on tourism arrival stats to determine: foreign market share, length of stay in each province and average expenditure per tourist. 10.3.5 <ul style="list-style-type: none"> • Discuss the value that foreign exchange adds to an economy. 10.3.6 <ul style="list-style-type: none"> • Demonstrate an understanding of the concepts global event, political situation and unforeseen occurrences. 	10.4.1 <ul style="list-style-type: none"> • Demonstrate an understanding of the impact of perceptions on effective communication and business profitability. 10.4.2 <ul style="list-style-type: none"> • Recognise what compromises service and explain the importance and value of providing quality service. 10.4.3 <ul style="list-style-type: none"> • Identify factors that constitute a team within the learning environment and explain the need for effective team work to achieve goals. 10.4.4 <ul style="list-style-type: none"> • Determine the various types of equipment and technology used to communicate in a business environment.

GRADE 11

LO 1: Tourism as an Interrelated System The learner is able to evaluate the tourism industry as an interrelated system	LO 2: Responsible and Sustainable Tourism The learner is able to demonstrate an understanding of the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.	LO 3: Tourism Geography, attractions and Travel trends. The learner is able to source, analyse and critically evaluate information on physical features, attractions, travel trends and the impact that events/occurrences have on a destination.	LO 4: Customer Care and Communication The learner is able to apply effective communication skills to demonstrate professional conduct, deliver service excellence and function as a member of a team.
11.1.1 <ul style="list-style-type: none"> Analyse the interdependent and interrelationship between the sectors, sub sectors and role-players, and their impact on service delivery. 11.1.2 <ul style="list-style-type: none"> Discuss ways of promoting domestic tourism and making tourism accessible to all SA for the benefit of the whole country. 11.1.3 <ul style="list-style-type: none"> Investigate and Identify the SKAV required to function successfully within the Tourism industry. 	11.2.1 <ul style="list-style-type: none"> Evaluate the environmental components present in the local community that are indicative of tourism potential 11.2.2 <ul style="list-style-type: none"> Draft an implementation plan to upgrade and maintain the local environment 11.2.3 <ul style="list-style-type: none"> Investigate and evaluate available infrastructure and businesses in the local community to support visitors to the area, and make recommendations for improvement. 11.2.4 <ul style="list-style-type: none"> Explore local heritage sites of significance and explain why the sites are significant 	11.3.1 <ul style="list-style-type: none"> Explain why specific attractions and/or physical features are regarded as icons and determine their location globally 11.3.2 <ul style="list-style-type: none"> Determine the transport services that operate between SA cities and gateways, and interpret transport time tables and schedules 11.3.3 <ul style="list-style-type: none"> Analyse, evaluate and report on EACH SADC country as a tourist destination in terms of: accessibility, infrastructure and main attractions 11.3.4 <ul style="list-style-type: none"> Determine the reasons why tourists visit EACH province and suggest ways of marketing a new tourist development in the region 11.3.5 <ul style="list-style-type: none"> Examine the buying power of SA rand in relation to other currencies and its effect on tourism 11.3.6 <ul style="list-style-type: none"> Explain the benefits of hosting a global event within a tourism context. 	11.4.1 <ul style="list-style-type: none"> Demonstrate ways to interact effectively in a diverse environment to ensure customer satisfaction. 11.4.2 <ul style="list-style-type: none"> Describe the correct procedures to follow when dealing with different types of customer complaints. 11.4.3 <ul style="list-style-type: none"> Demonstrate a variety of strategies to present a professional image in a variety of tourism contexts 11.4.4 <ul style="list-style-type: none"> Function as a member of a team in order to achieve team goals 11.4.5 <ul style="list-style-type: none"> Select the most appropriate method to communicate in a variety of contexts.

ADDENDUM Q: POSSIBLE IRREGULARITIES ADDRESSED BY THE SAIC

INTERNAL ASSESSMENT IRREGULARITIES THAT MAY BE HANDLED BY THE SAIC

Irregularities involving learners during internal assessment may include the following:

A candidate who refuses to abide by any or all of the minimum requirements for the compilation of a mark for internal assessment in a subject (The SAIC must either approve or reject the reason for the refusal given by the candidate).

1. A candidate who presents work that is not his or her own work. This may take various forms and may include the following:
 - (i) Copying verbatim from another source (In this case, if the teacher is suspicious and has evidence of sections or the complete assignment having been lifted verbatim from another source, this must be declared as an irregularity).
 - (ii) Reproduction of an assignment or project from another learner and there is evidence of such copying.
 - (iii) Work that has been previously presented and for which credits were received, which could either be his or her own effort or that of another individual.
 - (iv) The whole or part of a test / exam paper that is not his or her own, but that of another learner from the same school / learning institution or another school / learning institution.
 - (v) Any dishonest act aimed at misleading the teacher in terms of the authenticity or originality of the paper presented.

2. A candidate who, in respect of a component of a mark for an internal assessment that is completed under controlled conditions, does any of the following:
 - (i) Creates a disturbance or intimidates others, or behaves in an improper or unseemly manner, despite a warning
 - (ii) Is drunk or behaves in a disorderly manner
 - (iii) Disregards the arrangement or reasonable instructions of the teacher, despite a warning
 - (iv) Continues to disregard assessment regulations, despite a warning

3. A candidate making a false statement in respect of the authenticity of a particular component of a mark for internal assessment.

REPORTING

The SAIC must report all internal assessment irregularities in writing, via the district office, to the DAIC within seven days of the alleged irregularity. In cases where an irregularity requires an investigation, the initial reporting must be followed by a detailed report, once the investigation has been concluded.

ADDENDUM R: CHECKLISTS FOR THE QUALITY MONITOR

CHECKLISTS FOR THE QUALITY MONITOR

1. EXAM PLANNING

Exam Planning consists out of the following phases:	Yes	Partially	No
Exam Policy			
• There is an official exam policy			
• All exams are planned according the policy			
• The SAG links up to the policy			
• Every teacher is familiar with the exam policy			
Exam Dates			
• Exam dates for each term are available at the start of the academic year.			
• Exam dates are not frequently changed			
• Subject exam dates are not static for the whole year, subjects alternate within timetables for individual subjects			
• Exam timetables are promptly available			
Exam Committee			
• An exam committee has been appointed by the SMT			
• The committee planned the formal tests and exams for the whole year			
• The chairperson of the exam committee reports directly to the principal or SMT			
• The exam committee execute the running of the exam			
Exam meeting with Staff			
The exam committee discussed the procedures of the up-coming exam with all teachers.			

2. EXAM / TEST Construction

Exam / TEST construction consists out of the following phases:	Yes	Partially	No
Planning matrix			
• A Planning matrix was used to set the paper			
• The matrix incorporated the required Los and the weighting there of			
• The matrix incorporated the required Cognitive levels and the weighting there of			
• (See Addendum E and F in the thesis for an example)			
Policy document			
• The requirements SAG was used to structure the paper			
• The POA linked to the paper being set			
• The content framework in the LPG was used to incorporate relevant content			
• The Protocol for recording and Reporting was consulted to ratify the status of the assessment task – in this case an examination			

Site based moderation			
<ul style="list-style-type: none"> Do the subject head or HOD internally moderate the first draft of the paper and memorandum? 			
<ul style="list-style-type: none"> Do the subject head or HOD give the teacher a written report on the construction of the paper and of changes to be effected? 			
<ul style="list-style-type: none"> Do the subject head or HOD approve the final draft of the paper and the memorandum? 			
<ul style="list-style-type: none"> (see <i>Assessment tasks in Internal Moderation Checklist, addendum K of the thesis</i>) 			
Checklist for setting papers			
<ul style="list-style-type: none"> Was the checklist with the 9 criteria used to check the process of exam paper construction? (See <i>addendum I in the thesis</i>) 			
<ul style="list-style-type: none"> Are omissions in checklist I addressed before setting the final draft? 			

3. WRITING of Examinations

Writing of examinations consists out of the following phases:	Yes	Partially	No
Procedures			
<ul style="list-style-type: none"> The schools has a policy for writing of papers 			
<ul style="list-style-type: none"> The policy spells out what learners are allowed to bring into the exam room. 			
<ul style="list-style-type: none"> The school policy on writing examinations are linked to the national requirements 			
Marking Procedures			
<ul style="list-style-type: none"> Teachers have a memorandum discussion before the start of the marking process 			
<ul style="list-style-type: none"> Time lines are allocated for the handing in of completed marks. 			
<ul style="list-style-type: none"> There is a procedure available where teachers can report irregularities found during the marking process. (See checklist 4. SAIC) 			
Moderation of marking			
<ul style="list-style-type: none"> The Subject Head or HOD moderate the marking of the exam/test paper 			
<ul style="list-style-type: none"> The Subject Head or HOD issues a report on accuracy of the marking 			
<ul style="list-style-type: none"> If necessary, changes are made to marks as the result of marking 			
<ul style="list-style-type: none"> If necessary, changes are made to marks as the result of an overview look at the past 3 years norm mark for that same period. 			

4. WRITING of Examinations

The SAIC consists out of the following phase:	Yes	Partially	No
SAIC			
<ul style="list-style-type: none"> The schools have a School Irregularities Committee? 			
<ul style="list-style-type: none"> Teachers and learners are informed on test and exam irregularities? 			
<ul style="list-style-type: none"> investigate all irregularities by teachers in the internal assessment process 			
<ul style="list-style-type: none"> The SAIC work closely with the examinations officials based at the district office; 			
(See <i>Addendum Q in the Thesis</i>)			

5. POST Exam discussion

POST Exam discussion consists out of the following phases:	Yes	Partially	No
Evaluation of the process			
<ul style="list-style-type: none"> The schools has a procedure to have a post exam discussion 			
<ul style="list-style-type: none"> The SMT and all teachers are involved in the discussion? 			
<ul style="list-style-type: none"> The discussion takes place immediately after the completion of the test series or examination? 			
<ul style="list-style-type: none"> Minutes are taken of the recommendations of the meeting 			
Use of the exam statistics to improve learning, teaching and assessment			
<ul style="list-style-type: none"> The use the post exam discussion to identify subjects where improvement in results are needed 			
<ul style="list-style-type: none"> Results are compared with the examination of the same time the previous two years 			
<ul style="list-style-type: none"> Subjects statically review the results per question 			
<ul style="list-style-type: none"> Questions are identified where learners did not do well 			
<ul style="list-style-type: none"> New assessment strategies are devised to improve results 			
<ul style="list-style-type: none"> Changes to moderation system are made to support teachers 			
<ul style="list-style-type: none"> Teachers look at their teaching methodology to improve teaching practices 			

ADDENDUM S: TAXONOMY OF RAMISZOWSKI

Taxonomy of Ramiszowski – Action words

KNOWLEDGE		SKILLS	
Factual	Factual Understanding	Re-productive	Productive
<ul style="list-style-type: none"> • show • Identify • Recognise • Name • Underline • enumerate • Sum up 	add <ul style="list-style-type: none"> • Describe • Categorise • Classify • Combine • Define • Formulate • Illustrate • Organize • distinguish • Describe • awarded • summarizing • conclude • Select • explain • declare 	Read from <ul style="list-style-type: none"> • Testing • calculate • Decide • Coding • Control • Read • Setup • Search • Consult • register • constructor • Apply • calculate • determine • compare • prepare • recommended • service • do good • consent • contribute 	Show <ul style="list-style-type: none"> • Deduct • Analyse • Judge • Criticize • Proof • Combine • Conclude • timing • Coordinated • Define • Evaluate • Generalise • estimating • reading • Design • Plan • Report • Relative • Find out • Work • prepare • recommend • Answer • Accept • service • do good • consent