Compliance of Grade 10 English First Additional Language School Based Assessment Tasks with the Curriculum and Assessment Policy Statement in Nokotlou Circuit, Capricorn District, Limpopo Province

Dissertation

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DECLARATION

I declare that the dissertation, hereby submitted to the University of Limpopo, for the degree Master of Education, has not been previously submitted by me for a degree at this or any other university, and that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

_____   _____
Signature   Date

DEDICATION

This dissertation is dedicated to my late wife, Lollobrigida Madikotsi Takalo, my late parents Motsuiri David Takalo and Movundlela Magdeline Takalo who sacrificed so much and tirelessly inspired me to pursue my studies.

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ABSTRACT

Assessment is a crucial component in the learning and teaching environment. Many educators often go about assessment design by emulating their own teachers or predecessors. Gronlund (1993:1) argues that "despite the widespread use of achievement testing and the important role it plays in instructional programmes, many teachers receive little or no instruction on how to construct good achievement test." Gronlund (1993) posits that the result is that there is no innovation towards good tests construction because many educators do not study the principles that guide effective test construction. Carey (1994:1) says that "effective teachers must also be proficient in testing, and proficiency in testing requires the synthesis of many different skills."

In Limpopo Province, especially in the under-resourced regions, the actual on-site practices by educators suggest that there are problems with the implementation of school based assessment tasks as prescribed by the National Curriculum Statement (NCS) through the Curriculum and Assessment Policy Statement (CAPS). This problem is further echoed in the sentiments of some academics that are skeptical about the authenticity of marks generated by educators and schools. This loss of confidence in the assessment practices impacts negatively on the worth of the education of the learners and their readiness to take their place in the academic and vocational spheres.

The purpose of this study is to find the degree of success and failure in the implementation and management of school based assessment (SBA) in English Additional First Language in Grade 10 classes. Grade 10 is a crucial level of entry into the Further Education and Training (FET) Phase in schools because it lays the foundation for focused, rigorous and career-oriented high school learning in South Africa.

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ABBREVIATIONS AND ACRONYMS

CAPS   Curriculum and Assessment Policy Statement

CASS   Continuous Assessment

CEEB   College Entrance Examination Board

DBE   Department of Basic Education

DoE   Department of Education

FET   Further Education and Training

LDoE   Limpopo Department of Education

NSC   National Senior Certificate

OBE   Outcomes-based Education

SBA   School Based Assessment

UMALUSI   Council for Quality Assurance in General and Further Education and Training

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Assessment is an integral part of teaching and learning and it is used to appraise and measure the success of an educational system. It is through assessment that teachers are able, among other things, to gauge the amount of knowledge acquired by learners and detect the gaps obtaining. Rowntree (1977:1) posits that in order to discover to what extent the hopes and ideals, aims and objectives are propagated by an education system, one has to scrutinise the assessment process. Rowntree (1977:1) argues that the "spirit and style of student assessment define the *de facto* curriculum" and this necessitates that any curriculum design must consider the role of assessment. Worthen, Borg and White (1993:3) argue that "To some educators, tests and other measures are very helpful – even essential – tools that support a host of important decisions about teaching, counselling, and placing students. To others, they are merely something to be tolerated, endured and even criticised."

A number of studies including, those by Van der Berg and Sheperd (2010), Jansen (2012), Nduna-Watson (2005) and Kanjee and Sayed (2013), have been made about school based assessment in South Africa. Most of these scholars agree that, fundamentally, school based assessment is a good thing, though some of these scholars emphasise that the implementation and management of school based assessment is wrought with flaws. The actual on-site SBA practices by teachers suggest that there are problems with the design of school based assessment tasks.

It is important for schools to develop and administer tests that are credible so that all stakeholders can have confidence in the education system. The assumption is that sound content knowledge and good assessment skills are crucial elements that are required to make a teacher to be effective.

In South African schools, SBA tasks are crucial because they contribute 25% towards the final summative mark of a learner in a subject.

1.2 Statement of the Problem and Rationale for the Study

Most of the School Based Assessment (SBA) tasks in South African schools in the Further Education and Training Band (FET) are not of an acceptable standard and quality (Department of Basic Education 2011:37). The Department of Basic Education (DBE) argues that this situation is attributable to poor conformity to official guidelines as evidenced in the Department's technical report on National Senior Certificate (NSC) Examinations of 2011. This state of affairs weakens the public's confidence in the South African Education System.

Broudy (1982:575) argues that the age-old question initially posed by Herbert Spencer in the 1860's about "what knowledge is of the most worth?" has preoccupied educators over the years. The question that is paramount in the present education scenario is whether school based assessment tasks assist teachers to deliver an education that is of the most worth for learners and communities or not. In post-apartheid South Africa, Herbert Spencer's question has an important and direct bearing on the pertinent issue of 'quality' because it encourages professional introspection on the part of teachers and education managers. Arcaro (1995:15) concedes that 'quality' is an elusive concept and often leads to ambiguous definitions, but generally, it refers to how good or bad something is, based on its inherent or distinguishing features. It is also a concept that embraces issues of compliance with set criteria, prescripts and standards. Arcaro (1995: 16) further projects the philosophical assertion that "quality means moving away from the *information factory* where the teacher pours facts into passive heads and students spew the same facts on tests".

In South Africa, the criteria of what is of the most worth in educational delivery is determined by the National Department of Education via the Curriculum and Assessment Policy Statement (CAPS) and the Examination Guidelines (Official Languages: Home Language and First Additional Language, 2014). School Based Assessment (SBA) tasks are summative in nature because teachers use the termly results to report to parents, learners and the Department of Education about each learner's performance. The annual cumulative marks have a direct bearing on promotion or progression of learners from one grade to the other. Some teachers seem to rely on the extensive use of previous question papers when they prepare school based assessment tasks for their learners. At times, full examination papers from previous assessments are used to test learners in a particular year. This could suggest that the teachers are not confident in setting their own original and standardised tasks, or are

reluctant to do so. This practice of using previous question papers gives an unfair advantage to those learners who would have seen the question papers. Learners write tests that are based on question papers that were already in the public domain, and this practice undermines the validity of the tests.

Jansen (2012:1) argues that there are, therefore, concerns about the quality of learners coming from high schools and going into the tertiary system. In addition, there is a diversity of assessment tasks across schools in the respective provinces because individual teachers are free to set their own tests.

Different environments, availability or lack of resources, training and the experience of teachers are factors that determine the quality of school based assessment tasks. Language errors and inaccuracies of such tasks also disadvantage learners. It is on the basis of these premises that the envisaged study argues that some school based assessment tasks do not comply with the criteria set by the Department of Basic Education through the CAPS and the Examinations Guidelines Official Languages: Home Language & First Additional Language (2014).

1.3 Purpose of the study

The aim of the study is to determine the compliance of Nokotlou Circuit's Grade 10 English First Additional Language School Based Assessment Tasks with the Curriculum and Assessment Policy Statement.

1.4 Objectives of the study

The objectives of the study are as follows:

- To assess the content coverage of Grade 10 English First Additional Language SBA Tasks.
- To classify language structures and conventions (grammar) according to Bloom's taxonomy of cognitive domain.
- Classify literature and comprehension SBA questions according to Barrett's taxonomy of comprehension skills.
- To recommend a model for effective incorporation of Barrett and Blooms taxonomies in the appraisal of SBA tasks.

1.5 The Significance of the Study

Assessment is an integral part of teaching and learning. Hughes (1989:1) maintains that the effect of testing on the process of teaching and learning is called 'backwash' and goes on to argue that backwash can be harmful or beneficial. This can happen when the skills taught and assessed are at an inappropriate level. This study is significant in that it seeks to establish compliance of assessment in English FAL in Grade 10 so that it can help teachers to reflect on assessment practices, standards and cognitive levels required by CAPS.

The education system will benefit because this study will encourage efforts for improvement and make recommendations regarding improvement strategies. Learners will benefit because deliberate, improved and intense focus on assessment practices will ensure that they receive positive backwash through the minimisation of inaccurate testing. The research aims to find information that will generate a body of knowledge regarding implementation of SBA and to suggest possible solutions and alternative measures to address such problems.

1.6 Theoretical Framework

The proposed study largely draws from the Communicative Language Approach (CLA) and the text- based approach. In South Africa, curriculum in Further Education and Training Phase (Grades 10 – 12) is prescribed and driven by the Curriculum and Assessment Policy Statement (CAPS) of 2012. The application of these theories is entrenched in the DBE/CAPS (2012:12) so that teaching and assessment can be communicative and integrated.

1.6.1 The text-based approach

According to Mickan (2012:16) the text-based approach is the latest and more innovative in a series of language teaching approaches that sought to add a communicative aspect to the teaching of grammar. The quest for an all-inclusive, comprehensive language teaching method moved from the grammar approach to the situational language, the audio-visual/lingual, the communicative, the task-based and the genre-based approaches.

Mickan (2012) argues that over the years the language teaching approaches were characterised by the teaching of grammar rules and structural forms where sentences and dialogues were decontextualized. This resulted in the repetitive practice and rehearsal of grammatical structures without any meaning. Ho and Henry (2014:1) make the following assertion: "In short, students need to be aware that language is not a system to be mastered

in discrete parts, but that language is itself meaning-making and can be exploited as a powerful tool for communication."

Language teaching can be difficult and frustrating, and hence many teachers are unsure of the right approaches to language teaching. The Department of Basic Education's policy document entitled Curriculum and Assessment Policy Statement: English FAL (2012:12) arguesthat the text-based approach "involves listening to, reading, viewing, and analysing texts to understand how they are produced and what their effects are". The document DBE/CAPS (2012) advocates for the text-based approach because of the conviction that authentic texts are good sources that can offer decent content and context. It is through decent content and context that a teacher is able to foster a communicative and integrated learning environment. It is also the premise of this study that learning grammar through isolated and disjointed sentences and words is tedious, meaningless and generally less effective.

Mickan (2012) continues to argue that the text-based approach empowers learners of foreign or additional languages to use a target language in ways recognisable to them, and by necessity, these texts must be authentic, purposeful, and functional. The text-based approach is a complete break from structural teaching of language that is characterised by isolated and senseless language exercises. The implication for assessment is that testing must be grounded within texts that are whole and meaningful.

According to the website Venngage (https://infograph.venngage.com/p/47900/a-text-based-approach-to-language-teaching), by exploring the interaction between the language learner and a given text, the text-based approach manages to achieve its purpose of developing learners into "competent, confident, critical readers, writers, viewers and designers of texts." According to the text-based approach, the development of learners into competent language users is done through the analysis of texts and fostering an understanding of how texts are produced and ultimately, how learners, because they are readers, relate to these texts.

The website Venngage (https://infograph.venngage.com/p/47900/a-text-based-approach-to-language-teaching) sums up the text-based theoretical stance as follows: "Language is explored in texts and texts are explored relative to their contexts." In short, learners must know, understand and produce a variety of texts by using appropriate forms, structure, grammar and register. The skill to do all these is acquired from interactions with meaningful texts.

The implication for assessment is that testing must be contextualised so that learners can create communicative texts.

1.6.2 The Communicative Language Approach

Richards and Rodgers (2001:4) argue that as the literate world moved from the teaching of Latin, the curriculum of the 'modern' languages of European institutions continued to use the same basic language teaching procedures that were used for the teaching of Latin and consisted of statements of rules of grammar, vocabulary lists, and sentences that were prepared for translation. The main aim was to teach and foster knowledge of the grammatical rules of the target language. There were many reactions against the Grammar and Translation Method. The scholar, Firth (1957:220), says that language texts must be attributed to participants in some context of situation in order that its models of meaning may be stated at a series of levels, which taken together, form a sort of linguistic spectrum".

Savignon (1972:69) posits that "Communicative competence may be defined as the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors". Byram and Hu (2013:134) argue that "the central theoretical concept in communicative language teaching is *communicative competence*…''. Communicative competence is an expression or label that was introduced into debates on language use and deliberations on second or foreign language learning in the early 1970s by scholars such as Savignon (1972:69) and Hymes (1974:4). These scholars argue against the Grammar Translation method and remain in favour of the Communicative Language Approach. Hymes (1974:4) argues that:

> "As to basis, one cannot take linguistic form, a given code, or even speech itself, as a limiting frame of reference. One must take as context a community or network of persons, investigating its communicative activities as a whole; so that any use of channel or code takes its place as part of the sources upon which members draw".

Hymes (1974:46) goes on to argue that "Of course, a person may have grammatical knowledge and be unable to use it; but the thrust of linguistics has been toward an image of a person who both has the knowledge and is unimpeded in its use". The Communicative Language Approach underpins arguments and postulations in this study. The Communicative Approach strongly correlates to the notion that language is inextricably linked to context. To this end, Bachman (1990:84) defines Communicative Language ability (CLA)   as

"…consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in an appropriate, contextualised communicative language use". In the same vein, Savignon (1991:208-209) makes the following argument about Communicative Language Teaching:

> "Derived from neo-Firthian systemic or functional linguistics which views language as meaning potential and maintains the centrality of context of situation in understanding language systems and how they work, a threshold level of language ability was described for each of the languages of Europe in terms of what learners should be able to DO with the language. Functions were based on assessment of learner needs and specified the end result, the 'product' of an instructional program".

Richards and Rogers (2006:159-160) cite Halliday (1970) regarding the seven basic functions for children learning their first language as follows:

- "the instrumental function: using language to get things."
- "the regulatory function: using language to control the behaviour of others"
- "the interactional function: using language to create interaction with others"
- "the personal function: using language to express personal feelings and meanings"
- "the heuristic function: using language to learn to discover"
- "the imaginative function: using language to create a world of the imagination"
- "the representational function: using language to communicate information"

The basic functions apply equally well to children and adults who pursue the learning of a second language. Savignon (1991:261) argues that it is no longer sufficient to see a discourse as merely encoding and decoding, or merely perceiving the language skills (listening, speaking, reading, and writing) within the active/passive dichotomy where speaking and writing were seen as 'active'; and reading and listening were seen as 'passive' skills. Savignon (1991) argues that communication competence is worried about the interconnectedness of a series of utterances or written words or phrases to form a text and not with isolated words or phrases - the idea is to communicate a meaningful whole.

To the extent that we agree that discourse interconnectedness is a great measure of the communicative approach, Tarone and Yule (1995:17) argue that "there has been a change of emphasis from presenting language as a set of *forms* (grammatical, phonological, lexical) which have to be learned and practiced, to presenting language as a *functional system* which

is used to fulfil a range of communicative purposes. This shift… should be described as communicative competence."

On the same note, Paltridge (2013:7) argues that discourse is the "social construction of reality", and for this reason, texts are communicative units that are moulded and implanted within social and cultural practices. Howatt and Smith (2014:90-91) posit that the Communicative Approach "...made considerable use of activities like role-playing, improvisation, simulation and cooperative problem-solving or task-based work, an activity that proved versatile in a language context." To this end, Howatt and Smith, argue that teachers are then able to know whether learners are engaged in practices that will allow them to cope with the demands of being able to effectively communicate in a foreign language.

Bachman (1990:81) argues that the development and use of language test must be based on a theoretical framework and makes the assertion that communicative language ability (CLA) "involves both knowledge of and competence in the language, and the capacity for implementing, or using this competence." Larson-Freeman and Anderson (2011: 121) maintain that one of the principles of Communicative Language Teaching (CLT) is that "grammar and vocabulary that the students learn follow from function, situational context and the roles of the interlocutors."

The implication of adopting the communicative language teaching approach in our schools is that teachers must be able to select grade-appropriate, structure-appropriate and register-appropriate texts that are meaningful to learners.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Wiggins (1990:2) maintains that tests 'are enabling and forward-looking, not just reflective of prior teaching.' Wiggins (1990) further argues that it is incumbent for the educator to assess what learners have studied, but equally important to assess whether they will cope with new additional content. Gronlund (1993:2-3) reasons that there is a natural and necessary relationship between teaching (instruction) and achievement tests; and as a consequence, effective teaching requires that teachers must commit themselves to the teaching-learning-testing process. Gronlund (1993) considers testing to be a fundamental part of any teaching programme because test results provide crucial information that helps to evaluate the appropriateness of teaching objectives, methods and materials.

Gallavan (2009:7) posits that assessment is important because it drives learning, teaching, and schooling. Gallavan (2009) maintains that the curriculum design and instruction must state what the learners must know and what they must do to show their learning. Klenowski & Wyat-Smith (2014:5) argue that the alignment of assessment, curriculum and pedagogy function as a vital driver in the quest for improvement of education. Trice (2000:5) maintains that assessment tests require students to produce observable bevahiour or activity. This behaviour, Gronlund (1993), argues, is a necessary condition that helps teachers to review the effectiveness of the learning-teaching process so that they can make decisions.

According to Gronlund (1993), the first decision is related to activities at the beginning of the teaching process where the teacher must establish prior knowledge, and this helps with the selection of content and teaching methods.

The second decision, which usually comes from what is called formative assessment, relates to activities during teaching where tests are used to diagnose progress and challenges, especially where content is delivered in small units of instructions. The third decision is very important to this study. The third decision comes from testing that is normally called summative assessment, and this testing is about making a judgement about students' mastery of the content over a long period of time - be it a term, a semester or the whole year.

It is premise of this study that education, in its formal and informal variations, is fundamentally a human phenomenon that is goal-directed. It is in this goal-directedness that testing or assessment becomes inextricably linked to instructional activities to test whether any learning has taken place. Testing helps to evaluate and verify the attainment of educational goals. Tests that are designed properly inevitably reveal the curriculum of an education system because they focus on the content that is deemed worthy of teaching.

This study thus focuses on whether school based assessment tasks are designed in such a way that they have validity, reliability and fairness.

2.2 The Functions of Educational Assessment

In order to determine and appraise the success of an educational system, one has to subject learners to some form of regular assessment. Educational systems often come under scrutiny for various reasons and usually it is the assessment procedures that get the most attention because of the high stakes involved.

Hogan (2007:8) maintains that there are various users of educational assessment, among which are teachers, school administrators, parents, the public, educational researchers, and learners. Hogan (2007) is of the view that assessment must be used for planning, predicting, feedback, motivating, research, and to certify what and how students have learned. Worthen, Borg & White (1993:5) argue that assessment must be purposeful and focused, and argue thus: "We believe that tests and other assessment instruments are essential to the educational process, but only to the extent that they are well designed and appropriately applied by qualified people".

To a large extent, assessment reveals the content and nature of an education system. Worthen, Borg and White (1993) posit that "the public will always demand evidence that teachers and schools are effectively educating learners". This demand for proof that sound educational practices are in place is increasing, and the public holds the belief that test scores are the most credible indicators of learners' achievement. Parents are used to being given test scores as evidence that appropriate assessment has taken place. Thus, dependence on information from tests and other assessment strategies is likely to increase rather than decrease in the years to come. Rowntree (1977:1) maintains that in order to understand the extent to which the hopes, ideals, aims, and objectives of an education

system are enshrined, one has to look into that system's assessment practices. To this end, Nitko & Brookhart (2011: 3) argue that:

> "Assessment is a broad term defined as a process for obtaining information that is used for making decisions about students; curricula, programs, and schools; and educational policy. When we say we are 'assessing a student's competence,' for example, we mean we are collecting information to help us decide the degree to which the student has achieved the learning targets."

Scholars such as Bachman (1990:84), Worthen, Borg & White (1993:68), Spolsky (1995:7) and Klenowski & Wyatt-Smith (2014: 12) believe that assessment is crucial and therefore any design of an instructional or teaching objective must consider the role of assessment. Worthen, Borg & White (1993) define evaluation as follows: "At its most general level, evaluation is the determination of a thing's worth, value or quality".

Klenowski & Wyatt-Smith (2014: 12) argue that there is a need for high quality assessment standards in education and posit that "…defined standards can inform professional judgement of systems-level expectations. This has implications not only for efforts to realize curriculum intent and the design of quality assessment tasks, but also for understanding of the relationship between curriculum and assessment in a standards-referenced system". Spolsky (1995:7) expresses the basic importance of assessment as follows: "The purely pedagogical test use, then, is any form of testing used by teachers and learners to check on the learner's progress in order to modify the course or nature of instruction".

Karamustafaoğlu, Sevim, Karamustafaoğlu & Çepni (2003:1) posit that "Improving students conceptual understanding depends on the question types asked in exams by the teachers". In a study involving Turkish high schools, Karamustafaoğlu, Sevim, Orhan, Karamustafaoğlu & Çepni (2001) found out that 96% of questions in a high school Chemistry subject were of low-order cognitive skills type. At the same time, the researchers found out that more than 50% of the questions in Chemistry University Entrance Examinations were of the higher order type. They argue that this scenario yields a contradiction that often causes a problem between high school assessment and university assessment.

2.3 A Brief History of Assessment in Second Language

Sax and Newton (1997:3) trace the history of measurement and testing from the early Chinese years through the Gileadites pronunciation test that is recorded in the Bible, to the pioneers of modern measurement. Sax and Newton (1997) say that the first Chinese formal oral assessment was noted from around 2200 B.C when it was used by the Chinese Emperor Ta Yü to test the competency of civil servants in the empire. These government officials were either promoted or fired after going through a three-cycle of competency tests. Sax and Newton (1997) argue that the Chinese were the first to implement formal assessment, but other civilisations also used assessment to discriminate, like the Gileadites (Judges 12: 5-6) who used a pronunciation tests to establish the identities of friends and foes. Sax and Newton (1997:36) argue that Great Boston Survey led to the formation of the College Entrance Examination Board (CEEB) in the United States of America in 1900 because "…college admittance was so dependent on the curriculum of a particular secondary school; many students were denied a college education. College officials were also confused about the competency levels of their entrants, and a good deal of student suffering was the result."

2.2.1 British and European Perspectives

Howatt & Smith (2014: 78 - 93) give an overview of the teaching of language, and consequentially an overview of assessment from British and European perspectives by dividing the period from 1750 to the present as follows:

- The Classical Period (1750 – 1880)
- The Reform Period (1880 – 1920)
- The Scientific Period (1920 – 1970)
- The Communicative Period (1970 – 2000+)

2.2.2 The Classical Period

According to Howatt & Smith (2014) the Classical Period (1750 – 1880) was concerned with emulating the teaching and assessment of classical languages, namely Greek and Latin. The preferred teaching method was the grammar translation method is a grammar-based approach where accuracy is rated very highly and students are expected to be accurate in their translations during assessment. Richards & Rodgers (2001:6) maintain that the   period

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spanning from the 1840's to the 1940's, saw the advent of 'modern' languages that came after the demise of Latin. Since the teaching of languages focused on grammar, the task became a tedious and rigorous practice of translation that this major teaching method required. According to Richards & Rodgers (2001), this method came to be known as the Grammar and Translation Method. Richards & Rodgers (2001) highlight the following aspects as some of the major characteristics of the Grammar and Translation Method:

- The method is geared towards the learning of a foreign language and emphasises detailed analysis of the grammatical rules of the target language. This gave rise to memorisation of grammar rules.

- The method focuses on reading and writing with little attention to speaking or listening.

- Vocabulary is often taught out of context, often requiring translation from the target language to the native.

- Accuracy is rated very highly and students are expected to be accurate in their translations.

- Grammar is taught deductively, as such leaners do not internalise process but have to put the rule before the production: remember what the rule is, and then they construct the sentence.

- Learners use their native language extensively and thus, lose vast opportunities to practice and use the target language.

Assessment during the Classical period consisted of unrelated sentences for translation and extensive testing of grammar without contextualisation or any effort to make intelligible meaning of such texts.

2.2.3 The Reform Period

The Reform Period (1880 – 1920), according to Howatt & Smith (2014) was concerned with the spoken language because speech was regarded as the cornerstone of all language activity and was thus embraced by the European Reform Movement as it championed foreign language teaching. Howatt & Smith (2014) maintain that the approach was characterised by a "shifting the main pedagogical emphasis away from traditional topics like grammar and literature and towards a practical command of the modern spoken language". The preferred pedagogical approaches were the Natural Method and the Direct Method that foregrounded the foreign language and used texts of the target language to provided intensive oral tasks.

From the arguments above, it is clear that the Reformists wanted to move from away a theoretical knowledge of languages towards a more practical, functional knowledge of a language. The postulation by William Lake (January 31, 2013) about the Direct Method is notable as he argues that "One major disadvantage for this method is that it is works on the assumption that a second language is learnt exactly the same way as the first. Second language acquisition varies considerably from first language acquisition." Total immersion of a learner into a new language requires resources and ample opportunities to learn from a fluent mentor in an ideal situation where there are few learners. Assessment during the Reform Period, a period that championed the Direct Method, ignored the written work and reading activities and sought to foster only the spoken word. This had limitations regarding acquisition of new vocabulary as the method relied on real objects that can be brought into the classroom.

2.2.4 The Scientific Period

The Scientific Period (1920 – 1970), according to Howatt & Smith (2014), was concerned with a scientific basis for language instruction as a reaction against the oral approach (listening and speaking) of the Direct Method. Howatt & Smith (2014) continue to argue that this period is notable for promoting the Oral Approach, the Situational Approach and the Audio-lingual approach.

During the time that the Audio-lingual approach was in favour, assessment relied on drill works and computer laboratories, and this was against the notion that language learning must be contextualised, integrated and communicative. Regarding assessment, Lorber and Pierce (1990:149-150) argue that:

"First, pencil-and-paper tests present the same questions to all students under the same test conditions. This means that the test results provide a reasonable basis for comparison. Second, pencil-and-paper tests generate products (students' responses) that are easily stored. This means that tests and the results can be kept readily accessible for analysis or review either to improve the test or to explain to students and or parents how a grade was determined. Finally, pencil-and-paper tests can be used equally well to broadly sample students' knowledge or to probe deeply into a more narrow area."

Pencil-and-paper tests helps to eliminate the limitations of an oral examination. Oral exams induce increased levels of anxiety and stress as the candidate will have to think on his feet and struggle to make a good impression.

2.2.5 The Communicative Period

According to the Ludescher (2004), the roots of Communicative Language Teaching (CLT) can be traced to the revolutions in the British language teaching convention that dates from the late 1960s. Savignon (1991:208) says the term communicative competence was introduced in the early 1970's as part of deliberations in language learning.

Howatt & Smith (2014) argue that the definitive aim of communicative language teaching is the effective interaction of the second or foreign language student into the real world and not an imagined scenario. Mickan (2014:16) argues that the communicative approach to language teaching makes use of authentic texts and original communicative phrases to encourage the creation of oral and written texts that are meaningful. The production of new texts is done with a purposeful mastery of form, register, grammar rules and language structures. Ludescher (2004) says "Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication." The Communicative approach to language teaching, from which this study largely draws, is discussed comprehensively in Chapter 1.

2.4 The 'Banking' Concept in Education

In his renowned work, 'The Pedagogy of the Oppressed', Paulo Freire (1970) analyses the relationship between the teacher and the student and comes to the conclusion that in education, the teacher is a narrator while the student is a passive listener. Freire (1970:52) says that the narrated content is lifeless thus making education to suffer from a narration sickness. Freire (1970:53) argues as follows: "Education thus becomes an act of depositing, in which the students are the depositories and the teacher the depositor. Instead of communicating, the teacher issues communiqués and makes deposit which the students patiently receive, memorise and repeat. This is the 'banking' concept of education, in which the scope of action to the student extends as receiving, filing and storing the deposits."

Micheletti (2010) argues that "What Freire means by this is that the banking concept imposes a schism between a person (teacher and/or student) and the 'real world', resulting in the evident demise of his or her true consciousness, since the former can only be realized through the relationships and connections the individual draws from the material to their life."

Freire (1970:53) maintains that the banking practice in education is fundamentally oppressive because the teacher projects "an absolute ignorance onto others" since his mission is to fill the receptacles to the brim. Learners are merely required to regurgitate what they managed to store without interrogating the meaning of the data.

The website Wikipedia (2017) argues that Freire (1970) makes a call for education to stop using the 'banking' strategy or methodology because it treats learners as empty vessels instead of treating them as co-creators of knowledge. This stance is echoed by Freire (1972: 56) postulation that "From the outset, her (a humanist, revolutionary educator) efforts must coincide with those of the students to engage in critical thinking and the quest for mutual humanization." These learners create knowledge when they interact with texts and have to appraise the value of ideas or material in those texts. It is through this appraisal of texts that students become co-creators of knowledge.

2.5 The South African Perspectives on Assessment: 1994 to the Present

This section seeks to provide an understanding for the need for change in South Africa after the 1994 democratic elections and focuses on the salient issues of transformation. The advent of democracy in South Africa saw the National Department of Basic Education (DBE), then called the Department of Education (DoE), battling with a daunting task of amalgamating different departments of education from the apartheid era. Prior to the 1994 dispensation in the country, there were four departments of education managed by the then independent states, six education departments of the self-governing national states, one education department for Asians in the House of Delegates and another for Coloureds in the House of Representatives. Furthermore, there was one education department for blacks who were living in 'white areas' and one education department for whites within those white areas.

The former Minister of Education, Professor S. Bengu launched the National Curriculum Statement (NCS) in 1997 through the NEP Act of 1996. The National Curriculum Statement was legislated and given the brand name of Curriculum 2005, or C005, and adopted

Outcomes-Based Education (OBE) as the preferred teaching and learning approach. Advocacy started in 1997 across the country and continued during and after implementation. The implementation started in 1998 in the Foundation Phase and progressed throughout the GET and FET bands through parallel or simultaneous implementation. The implementation was planned to culminate with a review in 2005.

In Limpopo Province, it was only in November 2000 that a policy on assessment for the GET Band was released through a document entitled *Northern Province Department of Education, Provincial Assessment Policy, GET Band, November (2000:6)*. This document was released to all schools and was used to anchor advocacy for Outcomes-based Education in Limpopo Province. The Northern Province Department of Education, Provincial Assessment Policy, GET Band (2000) describes Outcomes-based Education as being "a learner-centred, result-oriented approach to education and training that builds on the notion that all learners need to and can achieve their full potential, but this may not happen in the same or within the same period." On assessment, the Northern Province Department of Education, Provincial Assessment Policy, GET Band (2000) articulates as follows: "Assessment in OBE focuses on the achievement of clearly defined outcomes, making it possible to credit learners' achievement at every level, whatever pathway the may have followed, and at whatever rate they may they may have acquired the necessary competence."

Assessment in the Outcomes-based Education (OBE) approach is meant to consider the individual's learning pace and this placed a strenuous load on the educator when he has to ensure that all learners are on the same level of knowledge and skills acquisition before assessment. What is notable though is that testing is not geared towards comparing learners, but to ensure that each learner is competent and has acquired the desired outcomes. In this way, OBE became a strong proponent for continuous assessment.

According to the Department of Basic Education's (2009:12) *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement: Final Report (October 2009)* the South African National Curriculum Statement (NCS) became a new curriculum in 1998. Another report, *The National Curriculum Statement: Final Report (October 2009)* further notes that just two years after its implementation, there were outcries against the NCS. *The National Curriculum Statement: Final Report (October 2009)* states that "By early 2000, the inherent flaws in *Curriculum 2005* were becoming obvious, with specific complaints about children's inability to read, write and count at the appropriate grade levels, their lack of

general knowledge and the shift away from explicit teaching and learning to facilitation and group work. Teachers did not know what to teach. Academics, and the media, took up a call for a review of the curriculum."

Botha (2002:2) argues that the legislation of Curriculum 2005 and the adoption of OBE ushered in one of the most controversial changes in the history of education in South Africa as the country sought to move away from the inequality fostered by apartheid. Botha (2002:2) notes the criticism made about OBE in South Africa, and argues that these disapprovals were about the fact that OBE could not impact fairly, evenly and equally across all communities in South Africa because of the legacy of inequality. Dreyer (2008:2) argues that in South Africa, legitimate concerns against NCS stemmed from the adoption of OBE as an education approach because teachers complained about situations that made it difficult to implement OBE. These problems, Dreyer (ibid) maintains, included, inter alia, overcrowded classrooms, limited resources, the complexity of the system, difficult vocabulary in the curriculum statements of all subjects, and the heavy load of assessment for both learners and teachers.

Botha (2002:4) maintains that, despite challenges with OBE, the introduction of Curriculum 2005 was a bold step towards restructuring education in South Africa because the implementation sought to create a single identity for education in the country. However, Outcomes-based Education (OBE) as an approach became very unpopular with teachers in particular and members of the public in general in South Africa, and this prompted several Ministerial reviews of the national curriculum. According to The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement: Final Report (October 2009) the first curriculum review of NCS/C2005, came in through the Curriculum 2005 Review Report (June 2000). The June 2000 Curriculum 2005 Review Report still entrenched OBE and failed to address the major problems against NCS/C2005. The Ministerial Review tasks team that was appointed in July 2009 came up with recommendations that culminated in the release of Curriculum and Assessment Policy Statement (CAPS), and this stabilised teaching and assessment practices in the country.

2.6 Efforts towards Objective Testing

Davies (1990:1) maintains that there is a negative attitude towards language testing and this perception needs to be discouraged. This negative attitude is perhaps the reason why he argues that there is "(the) lack of thought given to the construction of most language examinations where the chief check is on the scoring rather than on the preparation."

Sax & Newton (1997:5) refer to the Great Boston Survey as one of the most important landmarks in the development of modern testing. According to Sax and Newton (1997), the Great Boston Survey introduced the first printed tests in 1845. The ability to have printed tests led to the formation of the College Entrance Examination Board (CEEB) in the United States of America in 1900, because as Sax and Newton (1997) argue, "…college admittance was so dependent on the curriculum of a particular secondary school, many students were denied a college education. College officials were also confused about the competency levels of their entrants, and a good deal of student suffering was the result." The important role of the CEEB must be acknowledged, as Lorber & Pierce (1990:149-150) make the following assertion:

> "First, pencil-and-paper tests present the same questions to all students under the same test conditions. This means that the test results provide a reasonable basis for comparison. Second, pencil-and-paper tests generate products (students' responses) that are easily stored. This means that tests and the results can be kept readily accessible for analysis or review either to improve the test or to explain to students and or parents how a grade was determined. Finally, pencil-and-paper tests can be used equally well to broadly sample students' knowledge or to probe deeply into a more narrow area."

Worthen, Borg & White (1993) and Trice (2000) explain that in the United States of America, Horace Mann is regarded as the pioneer of the early scientific use of measurement in education. Mann criticized the system and criteria where the eight or nine years of schooling coupled with some oral examinations were enough to give high school candidates certificates or diplomas and a license to proceed to university. Stanley (1964) reiterates Horace Mann's postulation that there were no scientific processes to conduct examinations at the time. Stanley (1964:12) accredited Horace Mann "with employing those concepts which have

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become the cornerstone of today's theories, and which are now known as validity, reliability and usability."

According to Worthen, Borg & White (1993), it must be acknowledged that Horace Mann was an advocate of universal education. Worthen, Borg & White (1993) maintain that Horace Mann wanted students throughout the United States of America, and even beyond, to write the same examinations. In that way, the fate of the students would not be left in the hands of incompetent and subjective teachers.

According to Bloom, Englehart, Furst, Hill & Krathwohl (1956), it was in 1948 at an informal meeting of college examiners in Boston, USA, where the seed for the development of what is now commonly known as the Bloom's Taxonomy was planted. Outlining a brief history of the development of the classification of educational objectives by himself and his committee, Bloom, Englehart, Furst, Hill & Krathwohl (1956) say that "After considerable discussion, there was agreement that such a theoretical framework might best be obtained through a system of classifying the goals of the educational process, since educational objectives provide the basis for building curricula and tests and represent the starting point for much of our educational research." It is now commonly accepted that the work done by Benjamin Bloom and his colleagues has left a sound framework for research and a rich legacy regarding the design and development of instructional objectives and testing criteria in education. In describing the learning behaviours of the students, Bloom, Englehart, Furst, Hill & Krathwohl (1956) outline three learning domains, namely the cognitive, the affective and the psychomotor domains.

Bloom, Englehart, Furst, Hill & Krathwohl (1956) define the cognitive domain as the domain that "… includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills." The cognitive domain was organised into six main classes that incorporate knowledge, comprehension, application, analysis, synthesis and evaluation. The theory that was espoused by Benjamin Bloom and his colleagues is that all knowledge can be broken down and classified into the six major classes. According to Bloom, Englehart, Furst, Hill & Krathwohl (1956), the affective domain "… includes objectives which describe changes in interest, attitudes and values, and the development of appreciations and adequate adjustment."

It was the intention of Benjamin Bloom's committee to develop a classification tool for all three domains, but only the classification of the cognitive domain was completed. The most important postulation by Bloom, Englehart, Furst, Hill & Krathwohl (1956) is that the same classes of educational behaviours can be observed across a range of subject matter and also across various levels of education. The work done by Bloom and his committee is still relevant to today's education scenario and has laid the foundation for the enhanced development of educational or instructional objectives across all educational programmes and subjects.

2.7 School Based Assessment (SBA) in South Africa.

The post-apartheid South Africa required the unification of many different departments into one national entity. Naturally, assessment practices varied among the plethora of previous education departments of pre-1994. Efforts were then made to have common, more or less similar strategies for assessment for the whole country. To this effect, Nduna-Watson (2005:1) posits that Continuous Assessment (CASS) was incrementally introduced into the South African schooling system where three provinces led the CASS piloting programmes in 1999, and an additional four were included in 2000. All the nine provinces in South Africa started implementing CASS from 2001. This decision was in line with the mandate given to National Ministry of Education by the National Policy Act, 1996 (No. 27 of 1996). Paragraphs 3.(4)(l-m) have special reference relating to the mandate to determine the nature of assessment.

The decision by the Ministry of National Department of Education to include school based assessment meant that the National Senior Certificate (NSC) comprised two fundamental components, namely the school-based assessment (SBA) which comprises 25% of the total mark; and an external examination which comprises 75%. The introduction of (CASS) was a deliberate effort to move away from the criterion-referenced testing to a broad and inclusive standards-based assessment that focused on skills and the inclusion of higher order thinking skills.

Abbott (2014) maintains that the critics of criterion-referenced testing argue that "the overuse or misuse of standardised testing can encourage a phenomenon known as 'teaching to the test,' which means that teachers focus too much on test preparation and the academic content that will be evaluated by standardised tests, typically at the expense of other important topics and skills." The National Department of Basic Education sought to balance

the negative impact of high-stakes tests with the introduction of school based assessment. Nduna-Watson (2005:5), citing the Gauteng Department Education's Guidelines for Outcomes Based Assessment in GET and FET Bands (August 2000) reiterates that the justification for the introduction of CASS at Grade 12 is based on seven principles as follows:

- Firstly, learners will be assessed using different and appropriate assessment methodologies. The argument is that the use of different and appropriate assessment methodologies will provide a more valid assessment of learner's performance.
- Secondly, assessment in a CASS environment will take place in an authentic context where the learner will be assessed in a realistic situation which is integral to the learning process.
- Thirdly, assessment will feed back immediately into the learning process, thus promoting the formative role of assessment.
- Fourthly, assessment provides opportunities that are impossible in a once-off, high stakes external examination.
- Fifthly, internal assessment allows for the assessment of a diversity of skills which otherwise could not be considered for assessment purposes during high stakes external examination.
- Sixthly, since CASS is an on-going process, learners are therefore compelled to work consistently throughout the year and the benefit of this is that assessment will contribute towards restoring the culture of teaching and learning.
- Lastly, the judgment of learner's performance, especially the summative assessment, will now be conducted by the teacher who works closely with the learner in his charge.

2.8 Critique of the South African SBA Practice

In South Africa, School based assessment (SBA) was implemented in the Further Education and Training band (Grades 10 –12) on an incremental basis. This assessment system started with pilot projects in three provinces from 1999 and later embarked on a full-scale implementation in 2001 in all the nine provinces. Jansen (2004:1) observed that this resulted in the lowering of standards as he argues that

> "The reason for more pupils passing (albeit poorly) is that marks are no longer awarded strictly on examination performance. Pupils receive marks for writing in a second language other than English and Afrikaans, and they receive up to a maximum of 25% of their marks before they even write the final examination. The latter device,

called continuous assessment, is in principle a good thing – awarding marks for steady performance throughout the year. But the government does not have a reliable and valid protocol in place to ensure that such marks are standardised across the national education system. To put it bluntly, many schools will extract maximum gain from the opportunity to rate their own pupils."

In view of the statement above, Jansen (2012:1) further lamented about the large number of university students who drop out or repeat courses simply because of the government's mistake of believing that a bachelor's endorsement at Grade 12 means that a learner is qualified to study at university. Pityana (2004:2), commenting on the South African national matriculation results of 2003, argues as follows:

"I believe that a judgement must be made that the results as announced represent as fairly as is possible the total capacity of learning from the class of 2003. For that, the endorsement of the results by UMALUSI is acknowledged. However, the integrity of the results must be put beyond dispute. Second, the results represent the status of education in the country at this particular time.

More work needs to be done to better inform on the quality and content of our education. Fortunately, we are building on a good foundation."

If the optimism and positive note of the last sentence of the quote above are to be maintained, then educators have to ensure that the quality and content of their assessment tests remain beyond reproach.

When the School Based Assessment (SBA) was introduced in South Africa, the abbreviation 'CASS' was introduced to stand for Continuous Assessment. Studies by Van der Berg and Shepherd (2010:3) compared data from Continuous Assessment (CASS) marks and external examination marks to establish, among others things, the relationship between CASS marks and external examination marks. They also studied the impact of skewed (inflated and low) CASS. The studies observed that there was a great leniency in assessment in many schools because teachers do not look as if they are sincerely re-evaluating their own assessment standards by reflecting on the students' examination marks. For this reason, the link between CASS and the curriculum standards has remained weak.

Actual on-site practices by teachers suggested that there are problems with the construction, development and implementation of school based assessments. Van der Berg and Shepherd

(2010:29) posit that "The broad conclusions of this study are that continuous assessment accuracy was weakest in terms of the great leniency of assessment in many schools (inflated CASS marks), although unreliability of assessment also was a cause for concern in some cases. This requires targeted interventions".

According to Reyneke, Meyer & Nel (2010:289), SBA in South Africa faces many challenges because teachers do not have sufficient training in curriculum and assessment matters, there is a lack of support for teachers during and after implementation, and that schools do not have sufficient resources. Reyneke, Meyer & Nel (2010) further argue that teachers have heavy workloads and there is a lack of standards that is exacerbated by poor moderation of assessment tasks. Kanjee & Sayed (2013) posit that South African teachers, after many years of CASS and SBA implementation, still struggle to meet the demands of the Curriculum and Assessment Policy Statement. Kanjee & Sayed (2013) further argue that this challenge to meet the CAPS requirements has to be effectively addressed if the key goal of improving quality for all learners in South Africa is to be achieved.

The South African Council for Quality Assurance in General and Further Education and Training (UMALUSI) in its report, Quality Assurance of the 2014 National Senior Certificate (NSC) Examinations and Assessment of the Department of Basic Education (December 2014), discovered deviations from CAPS prescriptions in some assessment tasks during the 2014 moderation and verification process. The Quality Assurance Report (December 2014:6-7) focused on Accounting, English FAL, Geography, History, Life Sciences, Mathematics, Physical Sciences and Life Orientation subjects.

The UMALUSI Quality Assurance Report (December 2014: 8-9) indicates that, firstly, there was deviation from the CAPS prescription in terms of the weighting of the cognitive levels. Secondly, some content was assessed in one term but teaching took place in the next term; while the content of the current term was inadequately assessed. Thirdly, some assessment tasks placed an over-emphasis on some topics of the curriculum while other topics were avoided or neglected. Fourthly, the mark allocation in tests deviated from CAPS directives. In some cases assessment tasks were incomplete or without adequate instructions.

Grade 12 subjects are generally and frequently verified and moderated by schools moderators and subject advisors. It is the premise of this study that when such deviations pertain in Grade 12, then the nonconformities should be even more serious in Grades 10

because the latter is rarely subjected to rigorous moderation and verification by schools moderators and subject advisors.

The South African Council for Quality Assurance in General and Further Education and Training Report (Dec 2014:7) argues that SBA moderation, monitoring and verification is important because these processes help UMALUSI to "justify the authenticity, validity and reliability and credibility of learners' SBA marks."

2.9 The Curriculum and Assessment Policy Statement (CAPS)

The official DBE document, the Curriculum and Assessment Policy Statement (CAPS), English First Additional Language (2011:4) says that the National Curriculum Statement Grades R - 12 serves the purposes of:

- "equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country"
- "providing access to higher education"
- "facilitating the transition of learners from education institutions to the workplace"
- "providing employers with a sufficient profile of a learner's competences."

The first aim of CAPS suggests that the South African education system is geared towards delivering a learner that is confident and ready to operate at the local and international levels. The second aim has to do with giving learners the requisite transitional knowledge from high school to tertiary institutions; while the third aim purports to make learners ready for the world of work.

The last aim raises the issue of assessment and the requisite evidence of what learners can do. One of the specific aims of the CAPS (DBE 2011: 9) is that English First Additional Language (EFAL) learning must enable the learner to "listen, speak, read/view and write/present the language with confidence and enjoyment". The CAPS document (DBE 2011) goes on to maintain that the listening, speaking, reading/viewing and writing skills and attitudes shape and outline the basis for life-long learning.

2.10 Definitions of Frequently Used Concepts in Assessment

The *Cambridge Advanced Learners Dictionary* say that when we assess, we "judge or decide the amount, value, quality or importance of something." Nitko & Brookhart (2011:1) argue that the terms assessment, test, measurement and evaluation are different but related. This section looks at the terminology that is pertinent in this study and seeks to offer views of different scholars on the terminology in this field of study.

2.10.1 Assessment

Scholars such Cangelosi (1990:3), Hogan (2007), Nitko & Brookhart (2011) broadly define assessment as a process for obtaining information that is used to make decisions about students, curriculum implementation, education programmes, schools and educational policy. Wright (2008: 4-5) maintains that assessment is a way of providing an accounting of how much learners learn in school and equally important, what resources are consumed on achieving those learning outcomes.

Wiggins (1990:1) argues that authentic assessment happens when educators examine student performance on tasks that are intellectually worthy. For Wiggins (1990) authentic assessments are geared towards establishing whether students produce "polished, thorough and justifiable answers." From these arguments it is apparent that assessment makes use of tests to collect information about student learning.

2.10.2 School Based Assessment (SBA)

The Hong Kong Examinations and Assessment Authority (2014:3) defines school based assessment as an assessment which is rooted in the teaching and learning process and argues thus:

> "… the assessment process should be linked to and be a logical outcome of the normal teaching programme, as teaching, learning and assessment should be complementary parts of the whole educational experience (i.e. the SBA component is not a separate one-off activity that can be timetabled or prepared for as if it were a separate element of the curriculum)"

The Hong Kong Examinations and Assessment Authority (2012) argues that school based assessment "involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right

through to making the assessment judgments." The Queensland Curriculum & Assessment Authority of Australia (2014:4) defines SBA as a system in which teachers are responsible for the assessment of learners where the teachers' judgement of learner performance is made against the given standards descriptors.

2.10.3 Evaluation

Educationists and scholars often make a distinction between assessment and evaluation because of the different shades of meanings. Nitko & Brookhart (2011) view evaluation as a procedural activity that involves making a value judgement about the student's product or performance in a particular knowledge area. Harlen (2007:11) and scholars such as Aspinwall, Simkins, Wilkinson & McAuley (1992:2) view evaluation as a way of putting value on things. Aspinwall, Simkins, Wilkinson & McAuley (1992) maintain that "Evaluation is part of the decision making-making process. It involves making judgements about the worth of an activity through systematically and openly collecting and analysing information about it and relating this to explicit objectives, criteria and values."

Sax & Newton (1997:21) define evaluation as a process in which a value judgement or decision based on different observations where the evaluator's background and training is important. Sax & Newton (1997) maintain that a test may be deemed to be good, but there will always be a need to it and its subsequent results. Carey (1994:76) says that evaluation is a process that is used to determine the quality of something, and this procedure will always require some criteria or standards that can be applied to the phenomenon so as judge its worth. A different view is held by Ornstein & Hunkins (2009: 274) who maintain the arguement that assessment is synonymous to evaluation as both processes allow people to gather information in order to make decisions. At its best, evaluation is about making judgement for the paramount reason of aiding decision–making.

It is the premise of this study that assessment is about collecting information about knowledge and skills acquired while evaluation is about putting value on the information that was collected. Therefore, to the extent that interests the teacher as an assessor, the pertinent question is, 'What does the learner know?' On the other hand, it is prudent for the evaluator to discover whether the learner knows enough about the content or whether the knowledge is worth its value.

2.10.4 Measurement

Nitko & Brookhart (2011) posit that when we measure, we assign numbers to a particular attribute or characteristic of a person in order to describe the degree of that attribute. Carey (1994) maintains that measurement refers to the process of quantifying, or giving a number value that expresses the degree to which a characteristic is present in a person.

2.10.5 Tests

Gronlund (1993:162) posits that "a test is always a sample of the many questions that could be asked in a domain of knowledge." Sax and Newton (1997) define a test as a task or a series of tasks that are geared towards obtaining observations that are representative of education attributes. Sax and Newton (1997) argue that the effectiveness of teacher-made tests is dependent on the skills and knowledge of the teacher constructing those tests.

Trice (2000:4) argues that a test is as assessment activity of a sample or a subset of those facts and skills that are in the curriculum and which the students are expected to have learned. A test may be biased because the assessor has changed focus, but Trice (2000) maintains that a test becomes unbiased and objective when it is a random sample of all the facts and skills that are likely to be included in the test, and deserve to be in that test. On the other hand, a rational sample is biased because the teacher has selected, with reasons, the content that must be included or excluded in a test. Trice (2000) argues that teachers often use less systematic ways when they develop tests and as a result there is a conflict between a random sample and a rational sample.

2.10.6 Summative Assessment

According to Sax and Newton (1997), that summative evaluation takes place at the end of an education programme or course and it determines the overall effectiveness of that programme. For Sax and Newton (1997), the word summative means "the summing up of all available information regarding a program at its decision point."

Trice (2000) on the other hand says that summative assessment usually comes at the end of a study unit where learners are assessed in terms of instructional objectives of that unit mainly for the purposes of grading or allocation of marks. According to Trice (2000), this type of assessment can also be used for diagnostic purposes where teachers establish gaps   and

gains in the acquisition of knowledge. Nitko & Brokhart (2011:7) posit that summative assessment refers to the judging of quality or worth of a learner's achievement after the completion of a teaching process.

From the arguments of the scholars cited above, it becomes clear that summative assessment implies that there will be decisions regarding the tests that were used as well as the performance of learners after the tests. Tests must be judged in terms of their validity, reliability and fairness. Learners must be judged in terms of the degree or extent to which they have mastered the prescribed content.

In South African schools, summative assessment is assessment that happens during the year in the shape of formal SBA tasks that constitute 25% of the overall mark; as well as year-end formal examinations that constitute 75% of the final mark. SBA tasks are crucial to this study because they do not only the reveal the content that is exposed to learners, but also the methods and strategies that are employed to test learners.

2.10.7 Norm-referenced Testing

It has been noted and acknowledged that tests can be used for various purposes. According to Carey (1994:253), norm-referenced analysis of assessment marks takes place when there is a comparison of a learner's marks or score with the marks of others learners. Norm-referenced analysis of testing is important because, say a learner obtains 50% in a test and 50% is the highest mark in the class, then norm-referenced analysis will, according to Carey (1994), force the teacher to change the interpretation of the test scores and must immediately review the effectiveness of the teaching methods and strategies.

Van der Berg & Sheperd (2000) argue inflated CASS (SBA) marks give a wrong interpretation and a false confidence because norm-referenced analysis will show that that all learners have passed with good symbols or grades while the opposite pertains.

Carey (1994) posits that in order to compare an individuals' performance with the group's performance, one must firstly establish whether the student's performance is below average, average, or above average. Comparing poor scores might not be that useful though it's not totally worthless. Secondly, the teacher must establish whether the student's performance is consistent with his or her past performances.

2.10.8 Criterion-referenced Testing

According to Gronlund (1993:12) results from tests can be interpreted in terms of what an individual learner can do and what he cannot do. Nitko & Brokhart (2011) argue that a criterion-referenced framework is used to attach meaning to the kinds of performances a student can do without comparing him with his peers in the classroom. Carey (1994) maintains that good criterion-referenced tests are based on particular and specified groups of skills and contents that make up the aim of the teaching framework. It is important that tests are not irrelevant or biased, but must measure what was prescribed. According Carey (1994), "a high score on a criterion- referenced test reflects that the student has mastered the criterion or set of skill embedded in the goal."

In a criterion-referenced testing, analysis will show that in Mathematics, a learner has mastered subtraction but cannot multiply numbers. In English, the same learner can show evidence that he has mastered spelling but has not yet come to grips with the 'concord'. Sax & Newton (1997) argue that since it is the intention of the criterion-referenced test is to approximate or estimate the student knowledge within a domain, then the characteristics of that domain must be specified. What is expected of teachers in this regard when they develop test specifications is to indicate the type of content/skill that will be tested, the cognitive level at which it will be tested and level of difficulty for each question.

Nitko & Brokhart (2011) say that the value of criterion-referenced lies in the fact that it tells of the degree or the extent to which a student has mastered something. This type of analysis has two immediate benefits. Firstly, the teacher can review his teaching methods and assessment strategies. Secondly, the learner is able to identify gaps and prioritise areas for intensive learning. This will be possible if the learner gets meaningful feedback after the test. According to Sax & Newton (1997), students generally expect tests to be made up of content items that are approximately proportional in number to the importance and time allocated during the teaching or classroom discussions. The teacher is thus expected to give attention to instructional objectives so that learners can fairly guess the importance of such instructional content.

2.10.9 Taxonomies of the Cognitive Domain

Trice (2000:76) describes taxonomy as a hierarchical classification system which classifies things that are similar. Trice (2000) argues that the Bloom's taxonomy is about behaviour of a learner since educational aims are about what educators want the learner to be able to do after he was taught. Nitko & Brookhart (2011:108), maintain that taxonomies of instructional learning targets are "highly organised schemes for classifying learning targets into various levels of complexity." Nitko & Brookhart (2011) say that the cognitive domain is concerned with learning that targets knowledge and abilities where memory, thinking and reasoning are required.

Taxonomies are useful when we plan an assessment task. Bachman and Palmer (1996:90) say that the design of task demands that the teacher embark on the development of test specifications. According to Nitko (2004), the elements of a complete plan will include the following:

(a) Content topics that are selected for assessment
(b) Types of thinking skills that are carefully chosen for assessment
(c) Specific learning targets and objectives that are designated for assessment
(d) Emphasis or prominence for each learning that is to be assessed

Paragraph (b) above suggests that the teacher must be thoroughly conversant with the cognitive domain of taxonomies as he prepares to design tests.

2.11 Bloom's Taxonomy of Cognitive Domain (Levels)

The Bloom's taxonomy has six main headings that classify cognitive performance
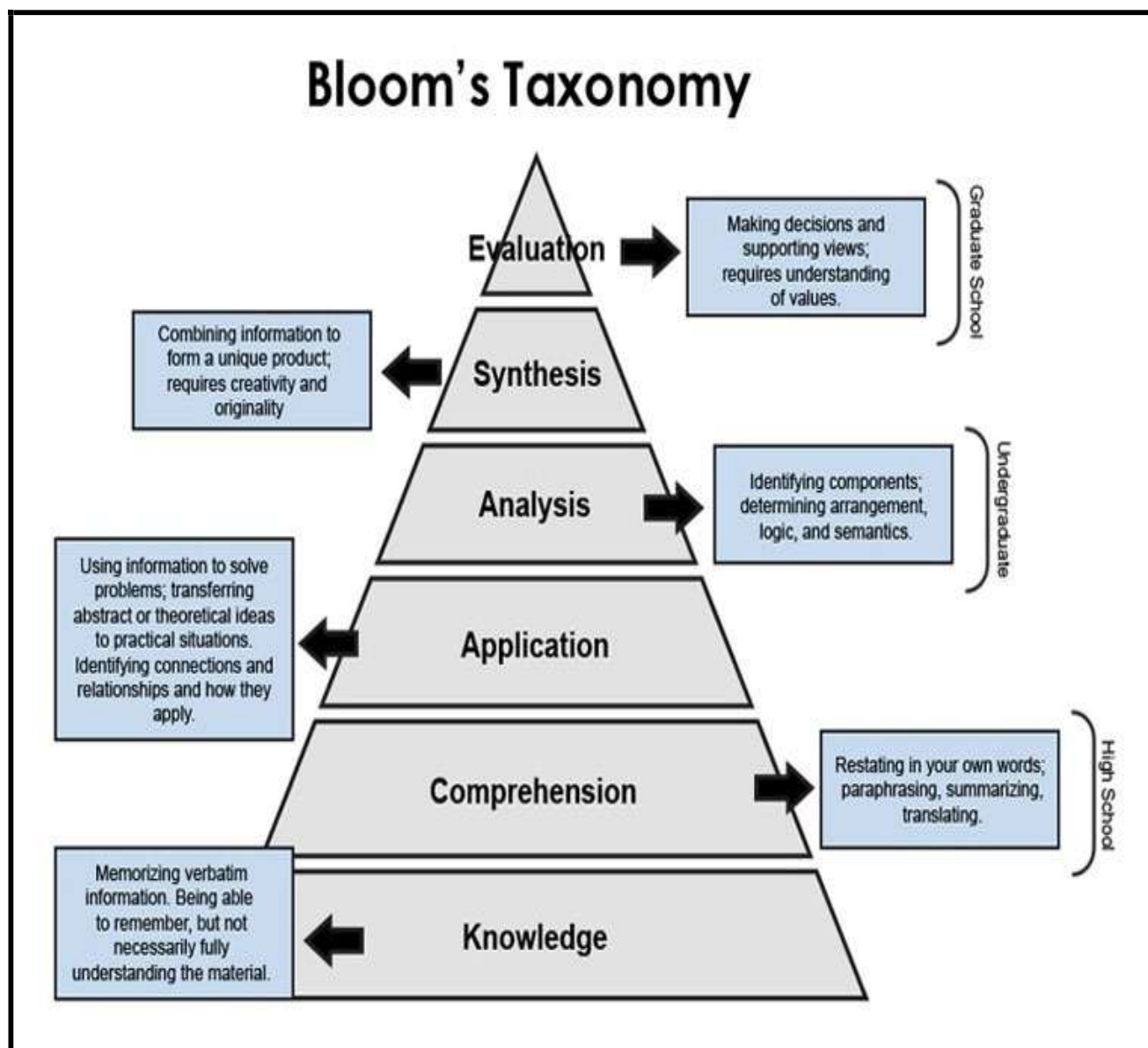
Figure 1: Bloom's taxonomy of cognitive domain. [Source: http://teachthought.com/uncategorized/14-brilliant-blooms-taxonomy-posters-for-teachers]

a) Knowledge

The Knowledge level is the initial and basic level in the Bloom's taxonomy. According to Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001:45) the knowledge level is about recalling or remembering learned information from a wide collection of material. The recall may involve data from specific facts to concept, known principles, and known methods, procedures and theories.

This level embodies the lowest level of learning and erudition outcomes in the cognitive domain. Leading verbs in the knowledge cognitive level include, amongst others, verbs such as tell, list, state, describe, define, list, identify, label, name, which, who did what/when/where, repeat.

b) Comprehension

The Comprehension level is the second level in Bloom's taxonomy. Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001) argue that the comprehension level is about the capacity to perceive the meaning of text and material. Comprehension involves the translation of information or material from one form to another so as to come with the same information but through a different language. The Comprehension level usually makes use of verbs such transform, discus, explain, predict, summarise, interpret, infer, give the main idea of, convert, translate, give example, account for, paraphrase.

c) Application

According to Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001), the application level is the third level of the taxonomy and it has to do with the use or application of knowledge in different or new situations. At this level, the student will be asked to applying rules, learned methods, learned concepts, principles, laws, and theories to a given set of data. This cognitive level becomes a higher order thinking level because the learner has to change knowledge and understanding into an operational activity.

The skills that are to be demonstrated by students at this level include, amongst others, the ability to apply knowledge to new situations, the ability to create own knowledge by applying concepts and principles to new situations; the application of known laws and theories to practical circumstances. Questions at this cognitive level include some of the following examples: apply, illustrate, show, make use of, employ, modify, solve, demonstrate, solve.

d) Analysis

Analysis is the fourth level of the Bloom's taxonomy and it has to do with the competence to break down material into its constituent parts. According to Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001),   the 'analysis' cognitive level

includes the identification of parts, the systemic analysis of associations and rapports between parts as well as the recognition of the principles that manage or define an organisation. Questions at this cognitive level can be introduced by some of the following verbs, amongst others: analyse, differentiate, dissect, compare or contrast, survey, categorise, detect, examine, separate.

e) Synthesis

Synthesis is about the ability to put ideas together so that one can arrive at a generalisation. Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock (2001) maintain that synthesis is the ability to position parts together to create a new whole. The skills that must be demonstrated at this level include using known ideas to form new ones, predicting events and drawing conclusions and the ability to correctly generalise from known facts. Questions at this cognitive level can be introduced by some of the following verbs, amongst others: create, invent, design, combine, construct, develop, formulate, imagine, change, write a short report or story, compose, and design.

f) Evaluation

Evaluation in the Bloom's taxonomy has to do with the competence to appraise the value of ideas or material against a set of standards or determined criteria. The material may involve texts such as literature genres, reports and statements. Leading verbs in this cognitive level include, but is not limited to the following: evaluate, judge, justify, critique, defend, and argue. The Blooms taxonomy is useful for test developers because it helps with drawing up the test specifications. Test developers need to vary the cognitive levels of what learners know and can do.

2.12 The Barrett's Taxonomy of Comprehension Skills

According to Jalil, Yusof, and Rahim (2014) the Barrett Taxonomy was designed mainly to assist teachers when they design reading comprehension questions. Questions for reading and viewing are different from grammar questions because the former is more concerned about the reader's response to a text. The Bloom's taxonomy is suitable to assess skills and knowledge that pertain to the construction of sentences and the structure of language.

The Barrett's taxonomy has five levels, namely the literal comprehension, reorganisation, inferential comprehension, evaluation and appreciation.
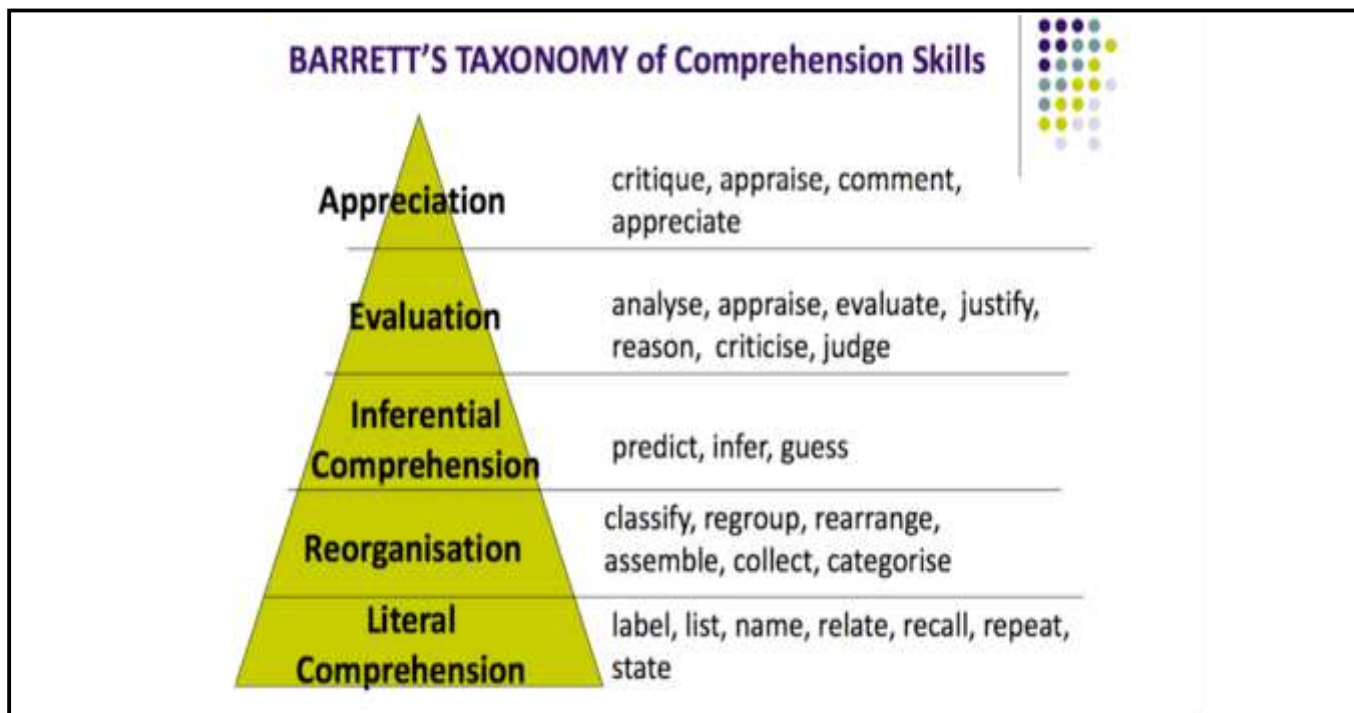
Figure 2: The Barrett's Taxonomy of Cognitive .
[Source: https://www.google.co.za/imgres?imgurl=https%3A%2F%2Flearninglanguagespld.wikispaces.]

(a)   Literal Comprehension

The literal level is about the observation and remembering of information that is clearly stated in a text. The skills that are associated with this level include naming things, elements, people and places. According to DBE/CAPS (2001:79) students may also be asked to state, identify, list, describe and relate issues from a text.

(b)   Reorganization

And according to Jalil, Yusof, and Rahim (2014) this level deals with the organisation of ideas the skills that the students must display include the ability to sequence information, to analyse and synthesise ideas or information that is obviously stated in a text. The student will be expected to classify, outline, summarise and synthesise.

(c)   Inferential Comprehension

The DBE-CAPS (2011) argues that inference in the Barrett's taxonomy is about questions that require students to interpret points and messages that are not obviously stated in a text. The student will rely or prior knowledge from the text in front or from elsewhere to make inferential understanding. At this level the student will be asked to give supporting details,

outline main ideas, make comparisons, explain the cause and effect and explain the meaning of some figurative language.

(d)   Evaluation

According to DBE-CAPS (2011), the evaluation level focuses on questions that deal matters of judgement and wants students to say whether something has value or not. Evaluation is concerned with, amongst others, issues of quality of accuracy, reality, credibility, facts and opinions, desirability and appropriateness.

(e)   Appreciation

The appreciation level requires learners to focus on the emotional, psychological and aesthetic impact that a text has on a person. This reaction to a text can be revealed through a discussion of text, characterisation, and discussion of the conflict. The student may be asked to reveal his empathy for the characters, the writer's use and handling of language and the effectives of style, figurative language and figurative devices.

2.13 A Framework for Constructing Achievement Tests

According to Sax & Newton (1997:9), teachers are mandated to present subject matter and offer lessons that are approved by boards of education that speak on behalf of the general public. In South Africa, teachers are expected to present content that is contained in the Curriculum and Assessment Policy Statement (CAPS). Each subject that is approved and is included in the National Curriculum Statement has a CAPS document that outlines its contents and assessment framework. Gronlund (1993:1) argues that in spite of the fact that there is widespread use of achievement tests and the important role they play, many teachers receive very little or no instruction on how to develop good achievement tests. Scholars such Gronlund (1993), Nitko & Brookhart (2011) recommend that a teacher must consider sound principles that guide the construction of good achievement tests before embarking on the task. Nitko and Brookhart (2011) offer the following guiding principles:

- *The teacher must be clear about the learning objectives or targets that he wants to assess.* This suggests that assessment , especially for high-stakes achievement tests cannot be haphazard and unplanned, otherwise the test will not target the learning objectives

- *The teacher must ensure that the assessment techniques he has selected match the learning target.* A test becomes unfair when the test developer or the teacher has digressed from the content that was taught and the learners have studied, and Trice (2000:5) says that a test that is deemed to be unfair is one that includes items that the teacher did not teach.

- *The teacher that the assessment techniques that he has selected serve the needs of the learners.* This suggests that the layout of the question paper, the instructions, the vocabulary and focus of the questions must be accessible to all learners. Learners should be frustrated by the demands of the tasks.

- *The teacher must ensure that whenever possible, multiple indicators of performance are used for each learning target.* This principle suggests that questions in the assessment task must be pitched at the right cognitive levels. Questions must vary from the simple to the difficult, and the level of difficulty within each question must match the content knowledge that is tested. Simple recall or knowledge questions should be the most accessible to all learners. Nitko & Brookhart (2011) say that if we get information from several assessment modalities in our tests, then we enhance the validity of our assessments.

Gronlund (1993:8) recommends that the following principles must be considered when constructing achievement tests:

- *Achievement tests should measure clearly defined learning outcomes.* This principle is also highlighted by Nitko & Brookhart (2011). Gronlund (1993) emphasises the importance of coming up with clearly defined outcomes and argues that the first step in test design is the clarification of what is to be measured. It is the premises of this study that when teaching is disorganised and incidental, assessment tasks will be difficult to construct because the learning-teaching process has lost focus. To this end Sax and Newton (1997:51) argue that effective teaching is about modifying teaching strategies until educational objectives are, and only thereafter can assessment take place.

- *Achievement tests must focus on all intended learning outcomes.* Gronlund (1993) posits that when educators specify learning targets that will be assessed, they often focus on simple knowledge and skills. Sax and Newton (ibid) maintain that too often teachers are only cognisant of objectives that require memorisation of facts and complex objectives that require application, analysis; synthesis and evaluation are

rarely taught and evaluated. Nitko & Brookhart (2011) say that if a teacher is not used to writing learning targets, then he is likely to focus on mostly on those learning targets that have a narrow focus, and those that represent the lower level cognitive skills.

- *Achievement tests must assess a representative sample of learning objectives.* Gronlund (1993) say that since a test cannot include or accommodate all learning objectives, it must include a representative sample of learning targets. This principle suggests that the planning for a teaching programme must include an assessment plan. UMALUSI (2014:9), in its report on 2014 SBA moderation, makes the following observation about SBA tasks in some schools: "Some work was assessed in one term, but was only taught in the next term, while not all content of the current term was adequately tested." The UMALUSI (2014) statement above shows that erring schools did not include a representative sample of taught learning objectives. This renders their assessment unfair. Trice (2000:4) argues that, in order to avoid bias or unfairness, a test must be a random sample which is based on the sum total of all the facts and skills that are likely to be included in the test because they were taught.

- *Achievement tests should provide scores that are relatively free from measurement errors.* Gronlund (1993) argues that a well-constructed test is characterised by its ability to give consistent results. According to Gonlund (1993), if a test does not give consistent results, then the likelihood is that it has errors that cause inconsistent behaviour on the part of learners.

2.14 The Functions of Assessment

The argument that in order to determine and appraise the success of an educational system, one has to subject learners to some form of regular assessment is generally accepted by scholars such as Rowntree (1979), Ornstein & Hunkins (2009) and others. Educational systems often come under scrutiny for various reasons and usually it is the assessment procedures that get the most attention because of the high stakes involved.

Reynold & Cuttance (1996:63) are of the view that assessment plays an important role in the education system because it is a process of documenting information about the effectiveness of the education system. Hogan (2007) maintains that there are various users of educational assessment, among which are teachers, school administrators, parents, the public, educational researchers, and learners. According to Hogan (2007), assessment must be

used for planning, predicting, feedback, motivating, research, and to certify what and how students have learned.

Another view of the function of assessment is expressed in an argument made by Blanchard (2009: 2) as follows: "Assessment is traditionally summative, which means making judgements about how well pupils have learned what they should have been taught. Judgements are made by authorised examiners and teachers acting as examiners. The function of summative assessment is to maintain standards by which examinees are qualified, and report results."

Tasks and tests generated for SBA in South African schools are basically criterion-referenced tests because they are used to determine the extent to which learners have learned the intended and expected knowledge and skills. According to Dreyer (2008:5), the function of assessment is to give a judgement of performance that is measured against criteria and it realises this by asking whether something has been achieved, and to this end, the website,

The website 'Glossary of Education Reform' (available at http://edglossary.org/criterion-referenced-test/) argues that the criterion-referenced tests are used "To determine whether students have learned expected knowledge and skills. If the criterion-referenced tests are used to make decisions about grade promotion or diploma eligibility, they would be considered high-stakes tests." It becomes apparent from the arguments above that teaching without authentic assessment will make evaluation of the whole education programme in a country to be impossible.

2.15 Assessment and Curriculum Planning

Klenowski & Wyatt-Smith (2014:51) strongly support the view that assessment must not be an endpoint or final activity, but must be considered right up there in the early stages of planning curriculum delivery as they put the following argument forward: "The quality of assessment tasks that students are to complete becomes a feature of quality teaching, vital in establishing what evidence the teacher wants to collect, when and why this particular evidence." The argument above supports the notion by Klenowski & Wyatt-Smith (2014) that a teaching plan must be aligned to the assessment and the intended curriculum.

The approach of prioritising assessment to assist teaching by connecting it to curriculum planning is called, according to Klenowski and Wyat-Smith (2014), "front-ending", and to a

greater extent, front-ending will assist teachers to "…analyse the culminating or summative assessment tasks that the students will be required to complete, and to identify the explicit skills and knowledge that students will need for academic success." Klenowski & Wyat-Smith (2014) argue that assessment design must ensure that assessment tasks are rigorous so that assessment is able to "carry forward the intent of the curriculum." Assessment must therefore have a very good reason why it focuses on particular content or on particular skills. If assessment cannot explain why it focuses on such content and skills, then it is unplanned, futile and haphazard.

Cangelosi (1990:3) holds the view that teachers must fulfil the expectations of students and parents by using accurate summative evaluation, and this, he argues forth, is often not the case. He argues that students are poorly assessed because teachers use poorly designed tests, mainly because they lack learning objectives. The point that Cangelosi (1990) drives home is that assessment without learning goals is usually shallow, minimal and of little consequence because the system has not defined what needs to be achieved. According to Cangelosi (1990), "front-ending of assessment will enable the teacher answer the following question: The achievement of what?" The teacher knows what the assessment tasks will look like because he knows what content and skills have been prioritised.

It becomes quite evident from the arguments made by scholars that assessment must not be an end-product, but that it must be fashioned and crafted right at the beginning when there is planning about what outcomes, objectives, content, knowledge and skills are to be taught.

Abbott (ed) (2014:1) in the website '*The Glossary of Education Reform'* http://edglossary.org/about/) says that the critics of criterion-referenced testing argue that "the overuse or misuse of standardised testing can encourage a phenomenon known as 'teaching to the test', which means that teachers focus too much on test preparation and the academic content that will be evaluated by standardized tests, typically at the expense of other important topics and skills."

2.16 Assessment and Stakeholders

To a large extent, assessment reveals the content and nature of an education system. Worthen, Borg and White (1993) argue that the public will always demand evidence that teachers and schools are effectively educating learners. This demand for proof that sound educational practices are in place is increasing, and the public holds the belief that test

scores are the most credible indicators of learners' achievement. Parents are used to being given test scores as evidence that appropriate assessment has taken place. Thus, dependence on information from tests and other assessment strategies is likely to increase rather than decrease in the years to come.

Rowntree (1977:1) maintains that in order to understand the extent to which the hopes, ideals, aims, and objectives of an education system are enshrined, one has to look into that system's assessment practices. To this end, Nitko & Brookhart (2011: 3) argue that:

> "Assessment is a broad term defined as a process for obtaining information that is used for making decisions about students; curricula, programs, and schools; and educational policy. When we say we are "assessing a student's competence," for example, we mean we are collecting information to help us decide the degree to which the student has achieved the learning targets."

Scholars such as Davies (1990); Worthen, Borg and White (1993) and Spolsky (1995) believe that assessment is crucial and therefore any design of an instructional or teaching objective must consider the role of assessment. Davies (1990) argues that language testing is a strategy that provides goals for language teaching and it thus displays success in attaining those goals for both teachers and learners.

Karamustafaoğlu, Sevim, Orhan Karamustafaoğlu & Çepni (2003) posit that the question types that educators put into students' tests have an impact on the students' conceptual understanding. In a study involving Turkish high schools, Karamustafaoğlu, Sevim, Orhan Karamustafaoğlu & Çepni (2003) found out that 96% of questions in a high school Chemistry subject were of low-order cognitive skills type. At the same time, the researchers found out that more than 50% of the questions in Chemistry University Entrance Examinations were of the higher order type. They argue that this scenario yields a contradiction that often causes problems between high school assessment and university assessment.

2.17 Assessment and Accountability

According to the Cambridge Advanced Learner's Dictionary, being accountable means that one is completely and solely responsible for something and must be able to give a satisfactory reason for its state of affairs. Wright (2008:4) views accountability as "a linkage and balance between the outcome of an enterprise and the efforts and resources used to achieve that outcome." Wright (2008) further argues that educational accountability   requires

and ensures that students are assessed in order to quantify the content they have learnt and the skills they have acquired.

This study also holds the view that teachers, school managers and education officials must be able to show the public what learners have mastered. Assessment is thus able to show the gaps pertaining in an education programme. If assessment is poor, then accountability cannot be secured.

An argument advanced by Worthen, Borg and White (1993) in the early 1990's is still valid in the present era, and it is stated thus: "Public demand for evidence that teachers and schools are effectively educating students is increasing, and test scores are typically the kind of evidence the public finds most credible. Given this trend, dependence on data from test and other assessment devices is likely to increase rather than decrease in the years ahead." Wright (2008) posits that the educators must know that the school boards or school governing bodies and the general public expect to be appraised of the results from systematic assessment.

2.18 Assessment and Monitoring

Assessment has been described as a process of collecting information by scholars such as Harlen (2007:12). Once data is collected, a necessary result is to analyse, interpret and understand that data. Ornstein & Hunkins (2009:274) view assessment to be synonymous with evaluation, and maintain that both allow the people to gather data in order to make decisions. Carey (1994:74) states that evaluation is a procedure that is used to determine the quality of an entity where decisions about quality require criteria or standards that can be used to judge the entity's worth.

Teachers, school mangers and curriculum officials must analyse, interpret and understand that data in order to inform the system and the general public about the stature or eminence of learner achievement. The endeavour to monitor progress in education requires consistent monitoring in order to obtain relevant and credible information.

Aspinwall, Simkins, Wilkinson, & McAuley (1992:48) describe monitoring as "the process of gathering information on a continuing and systematic basis over a period of time, normally in relation to the implementation of a plan." Sproull and Zubrov (1981) as quoted in Aspinwall, Simkins, Wilkinson, & McAuley (1992), argue that data that is collected can be categorised

and be used for different purposes, and suggests the following four uses of information that comes from monitoring:

- Information can be used symbolically to demonstrate that a project or programme is implemented and is currently managed in a responsible manner.

- Information is recorded in order to produce a scorecard so that stakeholders can easily refer to the compacted data for reference. Regular school reports, for instance, give the assurance to parents and curriculum managers that assessment takes place, but more importantly, these reports show the learner's level of performance.

- Information is useful in that it is attention-directive, that is, it shows where problems come from. The information on performance, for instance, is collected and then benchmarked against policy norms and standards in order to measure levels of success.

- Information is used to solve problems and this problem-solving aspect requires that the collected information must reflect those areas that exhibit challenges.

Aspinwall, Simkins, Wilkinson, & McAuley (1992) argue since monitoring information is collected on a systematic and regular basis; and data is standardised and quantified, then educators must ask themselves the following questions to enhance monitoring:

- Why is monitoring information needed?
- What information will best meet these needs?
- How should the information be collected and disseminated?
- When should the information be collected?
- From whom to whom should the information be passed?

From the postulations above, it is clear that monitoring is a deliberate, organised and purposeful process that strives to inform on the status of an entity, programme or project. If stakeholders do not know about the status of their education system, there will be no appraisal, no reviews and no remediation plans. The essence of monitoring is to ensure that checks and balances are embedded in the practices of an education system in order to guard against complacency and ignorance.

In conclusion, this chapter has focused on the critical issues of assessment by introducing assessment as an education function. The researcher has also traced, though briefly, trends

in assessment over the centuries so that as assessors, we can be reminded about the critical discourses that dominated the field of assessment. The researcher also reflected on the importance and relevance of assessment in schools. The definitions and discussions of various assessment concepts presented in this chapter assist in the location of ideas of this critical discourse. The information presented in this chapter should help to strengthen viewpoints that the researcher will present in the chapters that follow.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This study aligned itself with the assertion by Newby (2014:53) that research methodology is concerned with the collection of appropriate research tools and the use of relevant research rules. Research methods refer to the tools used in research. According to Newby (2014), research method tools may include inter alia, observation, questionnaires, statistical analysis and so forth. Singleton (Jr.), Straits,B.C & Straits,M.M. (1993: 69) posit that the objects or events under study are signified as units of analysis and these can include, inter alia, people, organisations, relationships and documents. Singleton (Jr.) Straits,B.C & Straits,M.M. (1993) make the assertion that the rationale of the research dictates what or who is to be described, analysed and compared.

3.2 Study Design

This study is a qualitative research because it sought to assemble rich and relevant evidence and identify patterns, challenges and general practices in school based assessment so as to suggest the main causes of variations. The study aligned itself with Newby's (2014) assertion that the leading determinant of qualitative research is the concept of positivism espoused by the philosopher Auguste Compte in the 1840's. According to Newby (2014), positivism is based on the belief that truth comes from facts that are verifiable.

This study used document analysis as a research method because it is suitable for qualitative and quantitative research studies where a lot of data is archived in institutions. Mogalakwe (2006:222) argues that documents are not consciously and knowingly produced for the intention of research, but they are objects that occur naturally with a tangible or semi-permanent existence which tell us incidentally about the social world of the people who fashioned, shaped and produced them. According to Bowen, (2009) document analysis is a procedure of qualitative research in which documents are decoded by the researcher to give voice and meaning around an assessment topic. In this study, assessment documents produced by targeted and sampled schools were readily available and consequentially, the truths about school based assessment in the research sample of this study were verifiable.

McMillan and Schumacher (2006:400) argue that in an analytical research design, authenticated documents are the major source of data. What was required of the researcher was to interpret facts and to give explanations and clarify educational meanings that could have been inherent in the studied phenomena. Ary, Razavieh, Jacobs and Sorensen (2002:25) posit that some of the procedures in a qualitative research include examining a phenomenon in its natural form in order to unravel rich detail of small samples where the researcher is the principal research tool. Reliability and validity in this research was secured through a process of triangulation. Newby (2014) says that triangulation seeks to authenticate or validate an argument, a position, a claim, a process or a result through a minimum of two independent sources. Eight schools were identified for this research and their SBA assessment practices were accepted by the researcher as original and authentic documents from the sampled schools.

3.3 Study Site

The study planned to evaluate assessment practises of ten (10) schools in Nokotlou Circuit in the Capricorn District of Limpopo Province, but only eight (8) schools responded. The study focused on two types of SBA assessment tasks from the eight (8) secondary schools that willingly participated in the research study. The two types of SBA assessment tasks are the language/grammar and the literature tasks.

The researcher selected the site Nokotlou Circuit because in a cluster of five Circuits in Mogodumo Cluster of the Capricorn District, Nokotlou was the worst performing circuit in the Grade 12 National Senior Certificate (NSC) Examinations of 2015. Schools in this circuit are situated in a rural environment, and poor schools in tough environments that have bare necessities usually test the Education Department's willingness and ability to provide fair and equitable support. Grade 10 is the foundation of the FET phase and its assessment structure is similar to that of Grades 11 and 12, hence this study considers Grade 10 to be critical, crucial and fundamental to the introduction of high school teaching and learning. Grade 10 determines the success of leaners in the whole FET phase – if the foundation is weak, learners will not find it easy to recover from the teaching and assessment deficit.

All schools in the Limpopo Province were supplied with the CAPS document, and compliance with the national curriculum and assessment policy is expected from all schools. The table below shows the number of schools in Limpopo Province. If the management of SBA is not properly handled, then too many schools in the province would be affected. Nokotlou Circuit

must be seen and understood to be contributing to the total number of ordinary and special Schools in Limpopo Province.

Number of Ordinary and Special schools in Limpopo per phase and sector				
TYPE	PHASE	INDEPENDENT SCHOOLS	PUBLIC SCHOOLS	TOTAL
Ordinary Schools	Combined Schools	100	70	170
Ordinary Schools	Intermediate Schools	0	15	15
Ordinary Schools	Primary Schools	48	2424	2472
Ordinary Schools	Secondary Schools	10	1355	1365
Special Needs For Education	SNE Schools	1	34	35
	Total	159	3898	4057

Table 1: Number of Ordinary and Special Schools in Limpopo [Source: Limpopo DoE Master List 4 July 2016]

3.4 Study Population

Singleton, Straits & Straits (1993) maintain that two significant features that are implicitly or explicitly part of the target population are its geographic and time referents. There are 368 schools in the Capricorn District that offer English First Additional Language from grade eight to grade twelve. The District has a cluster named Mogodumo which has five circuits and fifty six schools. These circuits are Mogodumo, Nokotlou, Sepitsi, Mphahlele and Lebowakgomo.

The explicit geographic referent in this sample is that the schools lie in an area that is entirely rural and under-resourced. This circuit of ten schools has achieved an average pass rate of 76% in EFAL in the 2014 Grade 12 NSC examinations while the other four circuits had a pass rate ranging from 97% to 100% in the 2014 Grade 12 NSC examinations. The time referent is also explicit in that the documents to be analysed are the 2015 school based assessment tasks.

Though the research focused on Grade 10, this study could not ignore the analysis of the Grade 12 results because these final results are impacted by teaching and assessment practices that start at the beginning of the FET phase, namely Grade 10. In 2013, three hundred and ninety eight (398) learners wrote English FAL in Nokotlou Circuit and 2.5% of these learners failed in their SBA performance. Of the 398 learners, 38, 2% could only pass at Level 3 (40-49%) of the NQF scale. In the final analysis, the number of learners who could not achieve a 50% pass-level stood at 62%.

According to the Department of Basic Education's unpublished report, DBE (Nov.2015) *Provincial Report on the Statistical Moderation of School Based Assessment Limpopo, (*Unpublished Document), the South African Quality and Certification Council, UMALUSI, uses the adjusted examination marks per subject as its foundation for statistical moderation. In each subject, the Council statistically compares the means of the adjusted examination mark with the means of the raw SBA marks, per school. In the 2015 school year, there were two schools in Nokotlou Circuit whose SBA marks were rejected. This represents 20% SBA rejection in the circuit. The consequence of this rejection may mean that the affected learners will have their final marks adjusted downwards.

The DBE unpublished report on 2015 SBA (ibid) argues that the topmost rejection records of SBA marks are prominent in the Limpopo province, with 1055 moderation records (7%), being rejected, and the implication of this is that the teachers in these schools we incapable to effectively and successfully differentiate between the ability levels of learners, consequently the SBA marks for these selected subjects were rejected and UMALUSI had to generate SBA marks by using the examination mark.

-28%	PROVINCIAL SUBJECT COMPARISON: LIMPOPOP PROVINCE											
Subjects	ALL	Rejected schools	%Rejected	>=5 and <=10%	%>=5 and <=10%	>10 and <=15	% >10 and <=15	>15%	% >15%	<5% and >=0%	%<5% and >+0%	<0%	%<0%
LIMPOPO	15019	1055	7.0	3063	20.4	2285	15.2	2533	16.9	2985	19.9	3098	20.6
Accounting	1053	130	12.3	192	18.2	250	23.7	295	28.0	125	11.9	61	5.8
Afrikaans FAL	53	0	0.0	12	22.6	3	5.7	2	3.8	19	35.8	17	32.1
Afrikaans HL	17	0	0.0	1	5.9	1	5.9	0	0.0	4	23.5	11	64.7
Afrikaans SAL	35	1	2.9	4	11.4	2	5.7	3	8.6	10	28.6	15	42.9
Agric Management Practices	12	0	0.0	4	33.3	1	8.3	0	0.0	4	33.3	3	25.0
Agric. Sciences	854	190	22.2	86	10.1	120	14.1	406	47.5	36	4.2	16	1.9
Agric. Technology	4	0	0.0	2	50.0	1	25.0	0	0.0	1	25.0	0	0.0
Business Studies	1074	18	1.7	286	26.6	304	28.3	286	26.6	129	12.0	51	4.7
Civil Technology	32	2	6.3	1	3.1	2	6.3	5	15.6	7	21.9	15	46.9
Computer App Technology	63	1	1.6	10	15.9	7	11.1	3	4.8	15	23.8	27	42.9
Consumer Studies	133	1	0.8	31	23.3	21	15.8	11	8.3	40	30.1	29	21.8
Economics	1126	54	4.8	324	28.8	171	15.2	87	7.7	304	27.0	186	16.5
Electrical Technology	39	1	2.6	1	2.6	0	0.0	0	0.0	5	12.8	32	82.1
Engineering	72	2	2.8	20	27.8	9	12.5	5	6.9	19	26.4	17	23.6

Subject													
Graphics & Design													
English FAL	1412	34	2.4	258	18.3	58	4.1	15	1.1	455	32.2	592	41.9
English HL	61	1	1.6	10	16.4	7	11.5	8	13.1	20	32.8	15	24.6
Geography	1204	89	7.4	278	23.1	236	19.6	301	25.0	175	14.5	125	10.4
History	560	29	5.2	123	22.0	102	18.2	88	15.7	112	20.0	106	18.9
Hospitality Studies	17	0	0.0	0	0.0	0	0.0	1	5.9	2	11.8	14	82.4
Information Technology	17	1	5.9	5	29.4	4	23.5	0	0.0	1	5.9	6	35.3
IsiNdebele H	19	3	15.8	0	0.0	2	10.5	0	0.0	6	31.6	8	42.1
IsiNdebele SAL	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 2: Number of Grade 12 school subject whose SBA was rejected by UMALUSI in 2015. (Source: Department of Basic Education. November 2015. Provincial Report on the Statistical Moderation of School Based Assessment Limpopo. Unpublished Document)

Table 2 above is about Limpopo Province provincial subject comparison regarding the number of Grade 12 school subjects whose SBAs were rejected by UMALUSI in 2015. For English First Additional Language (FAL) thirty-four (34) schools out of a total of 1412 had their SBA marks rejected by the quality assurance body. The ideal situation is that of Afrikaans Home Language, Afrikaans First Additional Language, Agricultural Management and Hospitality Studies whose SBA tasks were accepted as they were presented to UMALUSI.

Comparatively, the marks of Grade 12 English First Additional Language in 34 schools in Limpopo were rejected by UMALUSI in 2015 statistical moderation. Since UMALUSI does not discriminate among learners when adjusting marks, it means competitive and good performing learners were negatively affected when UMALUSI downwardly adjusted the marks of the 34 schools in English FAL Limpopo in 2015. Though this research focuses on Grade 10 assessment practices, UMALUSI an and DBE Grade 12 evaluation and diagnosis of Grade 12 results and SBA practices are often a good indicators of the foundations that are annually constructed in the FET phase that starts in Grade 10.

The researcher used nonprobability sampling, and in particular, the purposive sampling technique where only the SBA tasks of EFAL Grade 10 teachers were sampled from the selected schools. These tasks are the Language Task (Task No. 4) and the Literature Task (Task No. 6). Ary, Razavieh, Jacobs and Sorensen (2002) state that "In purposive   sampling … sample elements judged to be typical or representative, are chosen from the population". Trochim (2006: Online - no page number), in his argument about purposive sampling, says that "we sample with a *purpose* in mind. We usually would have one or more specific predefined groups we are seeking." MacMillan and Schumacher (2001: 401) maintain that

purposive sampling is done because key informants are "likely to be knowledgeable and informative about the phenomena…" The research also made homogenous sampling because it focused on the Grade 10 teachers only, thus making them the only subgroup in the teaching corps that is related to the research question.

3.5 Selection of SBA tasks for Research Purpose

Although provincial districts may offer some common tasks, Tasks 4 and Task 6 are usually genuinely teacher-developed school based assessment tasks. Provincial, district and circuit curriculum officials often offer Task 4 as a common task. These common tasks from outside the school are also eligible for inclusion in this research because each SBA task must comply with the CAPS prescripts and thus opens itself for moderation and evaluation. It must be noted that with Task 6 (Literature Task), schools offer different literature genres and set works and this makes common tasks difficult if not impossible. Despite this diversity in their prescribed literature genres, it was still possible to classify and categorise assessment in literature through the Barrett taxonomy. The Barrett taxonomy is generic and not specific to a particular literature genre. It must be emphasised that in this research, all grammar and literature tasks, that is, Tasks 4 and Tasks 6, were fostered, adopted and generated by the targeted schools.

3.5.1 The Exclusion Criteria of SBA Tasks

Oral tasks are excluded because they require that the researcher be available during the oral presentations. Creative writing tasks (essays and transactional writing tasks) are also excluded because they do not require too much technical detail in their design. Mid-year and final-year examinations are excluded because they are usually designed; developed or set externally that is, they are usually not school based tasks. The following exclusion criteria will apply:

- Tasks from teachers who do not have formal qualifications as teachers.
- Tasks from qualified teachers who are home language speakers of English because they possess advanced levels of the mastery of the English language.

3.5.2 Overview of the Annual SBA Programme for Grade 10 (CAPS)

In Grade 10, the Curriculum and Assessment Policy Statement divides the school based assessment workload into four (4) terms per annum as follows:

(a) Term 1

In the CAPS Annual Programme, Term 1 has four tasks, and the first task is Orals which consists of listening for comprehension for 10 marks. The second task is the creative writing task where learners may choose a narrative, descriptive or a discursive essay for 50 marks. The third task is Longer Transactional Writing Task for 30 marks and this includes letters, dialogue, reports, speeches, et cetera. The fourth task is the Language Test and this task tests language in context, comprehension, summary writing and language structures and conventions for 40 marks.

(b) Term 2

According to the CAPS Annual Programme, the first task in Term 2 is Orals and the task focuses on a prepared speech for a possible 20 marks. The second task in the term is Literature which consists of contextual questions for 35 marks and the third task is the Mid-year examination which is made up of Paper 1 on Language in context, Paper 2 which is Literature and Paper 3 which is Creative Writing. Each of these assessments has total marks of 80, 70 and 100 respectively. All these tasks make a total of 250 marks.

(c) Term 3

Term 3 also has three tasks, namely Orals which assesses prepared reading aloud or unprepared speech or Informal speaking in groups for 20 marks), shorter transactional texts for 20 marks and the Language Test which tests language in context, comprehension, summary writing and language structures and conventions for 40 marks.

(d) Term 4

The fourth term focuses on final-year examinations that are made up of Paper 1 (Language in context*)*, Paper 2 (Literature), Paper 3 (Writing) and Paper 4 (Orals) with allocation of marks 80, 70, 100 and 50 respectively. The tasks have a total of 300 marks.

The annual programme of assessment.

Below is a condensed annual programme of assessment in English FAL for Grade 10

TERM 1			
Task 1: Oral Listening Comprehension	Task 2: Creative writing Writing Essay	Task 3: Transactional writing: Longer transactional text	Task 4: Test 1 Language Comprehension Summary Literature Contextual questions
TERM 2			

Task 5:Oral Prepared Speech	Task 6: Literature Contextual questions	Task 7: Midyear exam Paper 1:2 hours Paper 2:hours Paper 3: 2 hours (to be completed in May of the school year**)**
TERM 3		
Task 8: Oral Prepared reading	Task 9 Transactional writing: Shorter text	Task 10 Test 2 Language Comprehension Summary Literature
TERM 4		
End-of-year examinations ; Paper 1: 2 hours Paper 2: 2 hours Paper 3: 2 hours Paper 4: Orals		

<div align="center">Table 3: Overview of the programme of assessment for Grade 10.</div>

Below is a summary of the programme of assessment requirements for Grade 10 in English FAL for Grade 10.

Term 1:	Term 2:	Term 3:	Term 4:
(a). One (1) Written Test (Language in context) (b). 3 Tasks	(a). 2 Tasks (b). 1 Mid-year examination comprising of 3 Papers: Paper 1 - Language in context Paper 2 - Literature Paper 3 - Writing	(a). One (1) Written Test (b). 2 Tasks	(a). One (1) internal end-of- year examination comprising of 3 Papers: Paper 1 - Language in context Paper 2 - Literature Paper 3 - Writing (b). Paper 4 - Oral

<div align="center">Table 4: Summary of the Programme of assessment requirements for Grade 10.</div>

3.6 Data Collection

This study, like most qualitative research studies, depended on document analysis to collect data. MacMillan & Schumacher (2001:429) posit that "Qualitative researchers think of participant observation, interviewing, artefact analysis, field observation, and supplementary techniques as strategies… Strategies are sampling and data collection techniques that are continually refined throughout the data collection process to increase data validity." Bowen (2009) argues that when collecting data, the qualitative researcher must draw upon multiple sources of evidence because the aim is "to seek convergence and corroboration through the use of different data sources and methods."

For the purpose of this research, primary data was collected through document analysis because of the nature of the research problem and the study design. Literature and grammar school based assessment tasks would be the pivotal focus of the study and for this reason, the researcher focused on the authentic 2015 SBA Language and Literature tasks that were adopted, designed, developed and also moderated at the school level. Bowen (2009:1) further maintains that documents can "be examined and interpreted   in

order to elicit meaning, gain understanding, and develop empirical knowledge … (because) the analytic procedure entails finding, selecting, appraising (making sense of), and synthesising data contained in documents."

3.6.1 Data Collection Instruments

Two main instruments were used for the collection of data, namely the comprehensive task evaluation instrument and Bloom's and Barrett's Taxonomic analysis grids.

3.6.1.1   The Qualitative Task Evaluation Instrument

The researcher used a comprehensive task evaluation instrument that moderated and evaluated question papers or SBA tasks in a descriptive manner by focusing on specific criteria. This instrument was suitable for the evaluation of both Task 4 and Task 6.

(a)   The Technical Criteria.

Criteria in this section focused on issues such as the quality of visuals/pictures/graphs, instructions, marking tool and the general lay-out of the tasks.

(b)   The Language Aspect Criteria.

Criteria in this section focused on appropriate register and its suitability for the level of the Grade 10 learners.

(c)   The Content Coverage Criteria

The content coverage criteria checked whether assessment tasks covered all major tasks that are prescribed by CAPS and how questions were constructed (e.g. multiple choice, filling in the blank spaces, constructed response question, paragraph, data response, real-life scenarios, and real-lifeproblem-solving.)

(d)   The Cognitive Level Criteria

In this section the following questions were deemed important: did questions cover low, medium and higher order thinking skills (40:40:20 weighting in CAPS).

3.6.1.2   The Quantitative Task Evaluation Instrument.

The quantitative task evaluation instrument would use Bloom's and Barrett's taxonomic grids for analysis of cognitive levels in the language task, namely Task 4.

(a) The Comprehension Section – Barret's Taxonomy

(b) The Summary Section – Barret's Taxonomy

(c) Advertisement Bloom's – Barret's Taxonomy

(d) Cartoon– Barret's Taxonomy

(e) Language structures and conventions – Bloom's Taxonomy

The research recommended Barrett's taxonomies for analysis and classification of cognitive levels for Task 6 because the task predominantly required the reading of literary texts. The data collection instruments are included in the appendices of this research proposal.

3.7 Data Analysis

Data analysis was treated as an on-going process (Creswell, 2003) and for this reason the researcher categorised and safely kept all research notes and documents. Completed or used instruments utilised for analysis also formed part of the research archive. Newby (2014:227) emphasises that one of the major principles of research is that data collection, analysis and interpretation should be rigorous, systematic and transparent. Newby (2014) maintains that the researcher must ask himself, among other appraisal questions, the following important question: "How well the approach to, and the formulation of, the analysis has been conveyed?" Newby (2010) argues that the following are quality indicators:

- Do we know the original form of the data?
- Are the reasons for the data management method/tool/package given?
- Can we see how descriptive analytic categories have been generated?
- Can we see how analytic concepts/typologies have been devised and applied?

From the above, it became clear what the focus of the researcher would be during analysis of data, and consequently, this research was guided by these criteria and other emergent ones. The data analysis process followed four stages as outlined by Newby (2010), and these are:

- Preparation of data (organising data in a way that it can be used)
- Identifying basic units of data (classification of data)
- Organising data (evaluation and aggregation/grouping or separating data)
- Interpretation of data

3.8   Delimitation of the Study

In order to have sufficiently reliable results that can allow for generalizations, this study would ideally have a large sample as possible. According to the website Reference.com [available at:https://www.reference.com/education/meaning-delimitation-research], delimitation in research refers those selections that the investigator or researcher makes for the study, and the crucial factor is that the choices and selections are made by the researcher. The researcher decides about what is to be included. On the other hand, limitations are components such as time constraints, funding, or resources for the study and these elements are not under the control, management or regulation of the researcher.

For the purpose of this research, the research sample consisted of eight schools and the researcher considered the size of the sample large enough to allow for generalisations. The critical criterion was that all these schools are offering English Additional Language in Grades 9 to 12. These schools represent the contemporary education delivery in rural environments, especially where resources are scarce.

Urban and semi-urban schools make only a small percentage of schools in Limpopo Province, while the rural schools account for a large number of learners. According LDoE (2014:17) through a document entitled *Annual School Survey 2013;* most learners in the province attend schools that are in Quintile 2. LDoE (2014) (*Annual School Survey 2013)* further shows that provincially, 96.2% of learners attend at no-fee schools. No fees schools are schools that are in Quintiles 1, 2 and 3 and this grouping entails that the schools are situated in poor communities.

The sample selection in this research displays characteristics that are similar with the rest of Provincial rural schools. The study focused only on SBA assessment in English Additional Language and did not focus on the final examinations in the subject as these examinations are common and nationally designed examinations that are rigorously moderated and standardised.

3.9   Ethical Considerations

Johnson & Christensen (2004:96) maintain that the concept 'research ethics refers to a set of principles that is used to guide a researcher in conducting studies of an ethical, moral and

honourable nature. The principles guiding the researchers are adjudged to be fair and virtuous when they protect the privacy of the research subjects.

Ary, Razavieh, Jacobs and Sorensen (2014) say that "educational researchers are dealing with human subjects with feelings, sensitivities, and rights who must be treated with ethically". In order to fully address ethical issues in this study, the researcher primarily concentrated on the following:

- ensured that the participating schools and teachers were well-informed about the nature of the research.
- sought and made sure that he received permission from the Limpopo Department of Education to conduct the research in schools within its jurisdiction.
- preserved the anonymity, confidentiality and dignity of participating schools and teachers. He ensured that no embarrassment is suffered by the participating schools and teachers.
- ensured that the University of Limpopo granted the researcher an ethics certificate that bound the researcher to sound ethical practices.

The researcher sought permission from the Head of Department of the Limpopo Provincial Department of Education to conduct the research in schools under his/her jurisdiction. The researcher also requested participants to volunteer to give information without any prejudice to them; and they would be informed about the nature of the research and about who is likely to benefit from the study.

Beskow (2014: online, p1) argues that informed consent can be described as a process for enabling individuals to make voluntary decisions about participating in a research with an understanding of the purpose, procedures, risks and benefits of the investigation, as well as alternatives to participating. In this regard, research data from participants will be stored securely to protect participants and to ensure their anonymity.

3.10 Quality Assurance

It is crucial that a research study must have impeccable levels of truthfulness, credibility and trustworthiness to be of any significance. Johnson & Christensen (2012:300) argue that when the term 'validity' is raised in research, it has traditionally been associated with qualitative research. A defensible research, Johnson & Christensen (2012) argue, must be plausible, credible and trustworthy. Ary, Razavieh, Jacobs and Sorensen (2014) maintain that a

researcher must ask himself whether the quality of the data collected and the methods used are rigorous. This study will use a number of strategies to ensure that the research exudes a satisfactory level of trustworthiness.

3.10.1 Credibility

According to Ary, Razavieh, Jacobs and Sorensen (2014), credibility addresses the issue of truth value. This research will chiefly use document analysis as a research method and will produce interpretations, findings and recommendations that are rich and detailed in terms of descriptions. The research thus aligned itself with Johnson & Christensen's (2012) assertion that descriptive validity is actually accuracy in reporting information that is descriptive in nature and this may be the description of events, the mannerisms or behaviour, people in different milieu and circumstances.

The quest of the study was to portray truthfulness of the findings and thus the study presented reality as it unfolded during data collection through data triangulation strategy. According to Ary, Razavieh, Jacobs and Sorensen (2014), triangulation means that data are collected using different instruments to verify the correctness of such data collection.

3.10.2 Transferability

According to Ary, Razavieh, Jacobs and Sorensen (2014), transferability addresses the issue of generalisability or external validity where the findings of a qualitative study are applicable to other environments or groups. However, Ary, Razavieh, Jacobs and Sorensen (2014), remark that the intention or purpose of a qualitative research is not always the quest to seek generalisability.

The goal of a qualitative research must be the production of thick, rich and extensive findings that will provide the potential users of the research with knowledge that they can apply. In other words, the research must be relevant so that the potential users of the study can transfer knowledge from the report to other settings, groups or environments. Factors that determine the research findings and its recommendations will influence the level of similarity with other contexts. Another strategy was to seek similarities within documents or literature of the same focus; and in this case, the focus was on school based assessment. Test that had the same similarity were studied.

3.10.3 Dependability

Ary, Razavieh, Jacobs and Sorensen (2014) refer to dependability as the trustworthiness of the report and also view it as consistency that can be tracked and be accounted for. If consistency in research can have variations that can be tracked or explained, then such a research has achieved trustworthiness.

The strategy in this regard is to maintain a clear audit trail where field notes and all research documents are properly acknowledged, listed and archived. For this research, documentation will reveal the number of schools that were invited to participate in the research, the types of documents received for analysis and tools used for analysis of data.

3.10.4 Confirmability

According to Ary Ary, Razavieh, Jacobs and Sorensen (2014), confirmability addresses the issue of neutrality as it seeks to establish the extent to which the research is free from subjectivity and bias and is therefore often equated to objectivity in quantitative research. The focus is not so much on the researcher, but on the data and the subsequent interpretations.

Confirmability therefore is an assurance that the research procedures and interpretation are objective to an extent that the research findings can be confirmed by other independent researchers studying the same phenomenon. This implies that the researcher must be ready to have peer review.

Ary, Razavieh, Jacobs and Sorensen (2014) maintain that the audit trial is the best strategy for demonstrating confirmabilty in research; and as indicated earlier, this research will maintain a clear audit trail where field notes and all research documents are properly acknowledged, listed and archived. Records will also show procedures followed and how interpretations were arrived at.

CHAPTER 4: DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this chapter was to determine compliance of Grade 10 English First Additional Language School Based Assessment tasks with the Curriculum and Assessment Policy Statement. This chapter organises and presents research outcomes obtained through document analysis. The researcher visited and obtained official documents that are genuine records of school assessment tasks from participating institutions.

The website *University of California San Diego's Office of Student Research and Information* (available at http://studentresearch.ucsd.edu/) posits that "Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic." One of the major advantages of document analysis is that there are few or insignificant biases about the collected information. The documents are always available and another researcher can subject them to the same or advanced scrutiny.

Mogalakwe (2006: 226) argues that credibility in documentary research refers to whether the evidence that is found in documents is free from error and misrepresentation or distortion. The research is guided by the principle that authenticity is crucial to any research and Mogalakwe (2006: 225) says that the researcher has an obligation and a responsibility to guarantee that the document accessed is genuine and has veracity and truthfulness. Bowen (2009: 31) argues that documents are not intrusive or indiscreet, and are thus not reactive to the research process because participants do not influence the researcher's methods or edifice or organisation of meaning.

The Welman, Kruger & Mitchell (2010: 142) argue that construct validity happens when we measure or evaluate something with an instrument that is meant to measure that variable, and not the irrelevant alternative. By deduction it follows that good construct validity gives credence to accurate research findings and representation of data. In order to maximally take full advantage of document analysis as a research method, the researcher uses three instruments, namely:

- Instrument to evaluate the technical aspects of the CAPS tasks

- Instrument to analyse the CAPS Cognitive Levels in Task 4
- Instrument to analyse the CAPS Cognitive Levels in Task 7.

Below is an analysis of the 2015 Grade 12 examination results of the eight (8) schools that participated in the research. The significance of the data below is that it reveals that the majority of learners pass at Level 2 and Level 3. The data also revealed that there were a significant number of learners that performed at Level 1. Level 1 describes a learner that failed, or did not achieve. This scenario can be attributed to the type of assessment that takes place in Grade 10
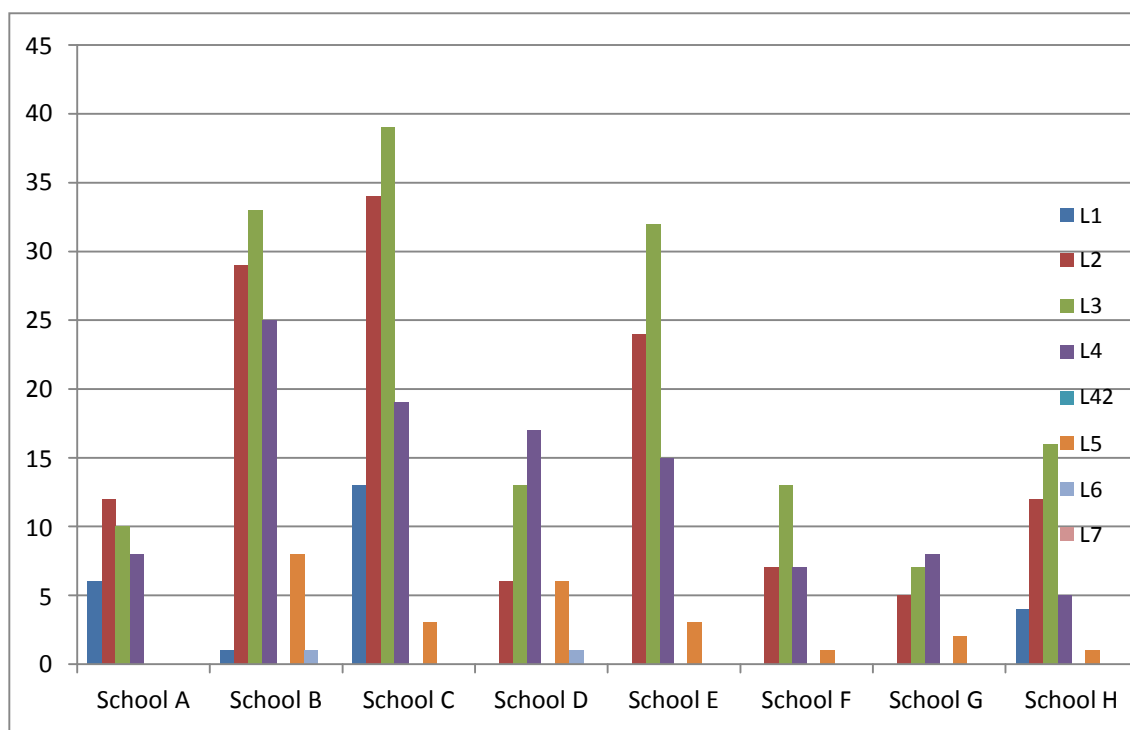
Figure 3: 2015 Grade 12 results of the 8 research schools

4.2 Presentation of Data

The research used both qualitative and quantitative approaches in that it used descriptive data analysis as well as quantified data collection. The research embarked on the procedure espoused by Newby (2010:459) that argues that investigation must start with the collection and preparation of documentary data, move to the identification of basic units of data, proceed to the organisation of data and finally construct the interpretation of data collected. Welman, Kruger & Mitchell. (2010:228) argue that once data has been collected, one can then proceed to describe, compare or categorise such data. Two tasks, namely the Language Tasks (CAPS Task 4) and the Literature Task (CAPS Task 6) were received from the ten sampled schools. The research found that not all SBA tasks were generated by the

teachers as expected. Some tasks are previous questions from the Limpopo Department of Education, while others were sourced from the Department of Basic Education. When previous question papers are used as formal CAPS tasks, learners who have already seen the question papers had an unfair advantage.

4.3 Basic Data about the Research Sample

Below is representation of the description of the SBA tasks that were collected from the sampled schools. Schools were allocated codes in order to protect their identities.

Task 4 - Language					
No.	School	Task	Marking guideline/ Memo	Type of school	Presentation of tasks
1	School A	Previous question paper – the task was already given to learners in a previous exam session in Limpopo Province	No	Rural	A typed task
2	School B	District Common Task	No	Rural	A typed task
3	School C	Task developed by the teacher – the task mixed Language and Literature Tasks	Yes	Rural	A typed task
4	School D	Previous question paper – the task was already given to learners in a previous exam session in Limpopo Province		Rural	A typed task
5	School E	Previous question paper – the task was already given to learners in a previous exam session in Limpopo Province	No	Rural	A typed task
6	School F	The school used a June 2015 question paper as Task 4 for May 2015. The task was already seen by learners	Yes	Rural	A typed task
7	School G	The school used a November 2014 question paper as Task 4 for May 2015. The Task was set for Grade 11 learners. The task was already seen by learners	No.	Rural	A typed task
8	School H	The school used a June 2013 question paper as Task 4 for May 2015. The task was already seen by learners.	Yes	Rural	A typed task

Table 5: Profile of schools with regard to Task 4 (Language structures and conventions)

Task No 6 - Literature					
No.	School	Task	Marking guideline/ Memo	Presentation of data	Presentation of tasks
1	School A	Task developed by the teacher	No	Rural	Handwritten
2	School B	Task developed by the teacher	No	Rural	Typed and handwritten
3	School C	Task developed by the teacher	No	Rural	Typed and handwritten
4	School D	Task developed by the teacher	Yes	Rural	Typed and handwritten
5	School E	Task developed by the teacher	Yes	Rural	Typed and handwritten
6	School F	DBE Previous question paper (35 marks) + Task developed by the teacher (35 marks)	Yes	Rural	Typed and handwritten
7	School G	Task developed by the teacher	Yes	Rural	Typed and handwritten
8	School H	Task developed by the teacher	Yes	Rural	Typed and handwritten

Table 6: Profile of schools with regard to Task 6 (Literature)

4.4 Qualitative Evaluation of the Language Task (Task 4)

The Department of Basic Education/DBE (2011:77) in the document entitled *Curriculum and assessment Policy Statement: English First Additional Language*, states that all tasks that are classified as Formal Assessment Tasks are subject to rigorous moderation for the purpose of quality assurance and to ensure that appropriate and applicable standards are maintained.

4.4.1 Technical Aspects of the Task

According to the official DBE document, '*Official Languages: First Additional Language Examination Guidelines'* (DBE 2014: 3), the aim of these guidelines is to standardise and regiment the setting and marking of examinations in all 11 South African official languages in respect of:

(a) the number of sections in the examination paper

(b) the different lengths and types of texts

(c) the types, categories and levels of questions

(d) the allocation of marks

(e) the marking memoranda and or assessment rubrics.

When a teacher plans an assessment task, there are certain technical criteria that he must consider to ensure that the task is standardised and fair. Harlen (2016:695) argues that the foundation for selecting what are the most suitable techniques and tools depends on the reason for assessment and what is obligatory in terms of validity and reliability to serve that assessment purpose.

As indicated in Chapter 3, SBA tasks are basically criterion-referenced task. The website, Glossary of Education Reform (available at http://edglossary.org/criterion-referenced-test/), says that "criterion-referenced tests may include multiple-choice questions, true-false questions, open-ended questions (e.g., questions that ask students to write a short response or an essay), or a combination of question types."

4.4.1.1 Does the task have correct marking memorandum/rubric?

Paragraph 4.3.1(a) above indicates that the marking memoranda and or assessment rubrics are form part of formal assessment in CAPS. Salvia & Ysseldyke (1999:29) argue that a test is a scheduled set of questions or tasks for which predetermined varieties of communicative answers are required. Salvia & Ysseldyke (1999) further argue that fairness is an indicator of settings and conditions in which the results are believed to be disadvantageous, inaccurate or erroneous. Bachman & Palmer (1996:193) maintain that the method of quantifying responses to test tasks is an essential component of the assessment construct. The criterion on correct marking memorandum/rubric seeks to test the issue of fairness, appropriateness and compliance with CAPS. Only four (4) schools out of the eight (8) that participated in the research had marking memorandum. This shows a noncompliance or deviation of 50%.

4.4.1.2 Do marks on the task correspond to marks on the marking memorandum?
According to Nitko & Brookhart (2014: 304), one of the features of standardised tests is that they provide raw scores for each subset of questions to allow for norm-referencing so that teachers can use percentile ranks scores and grade-equivalent scores as a referencing framework. Referencing is important: 30 as a number on its own does mean anything, but 30 out of 80 means that only 24% of the answers were corrected. It is also possible that the learner, with only 24%, could be ranked at the top of the class. Bachman & Palmer (1996: 194) argue that the scoring method must be consistent with the tasks specifications.
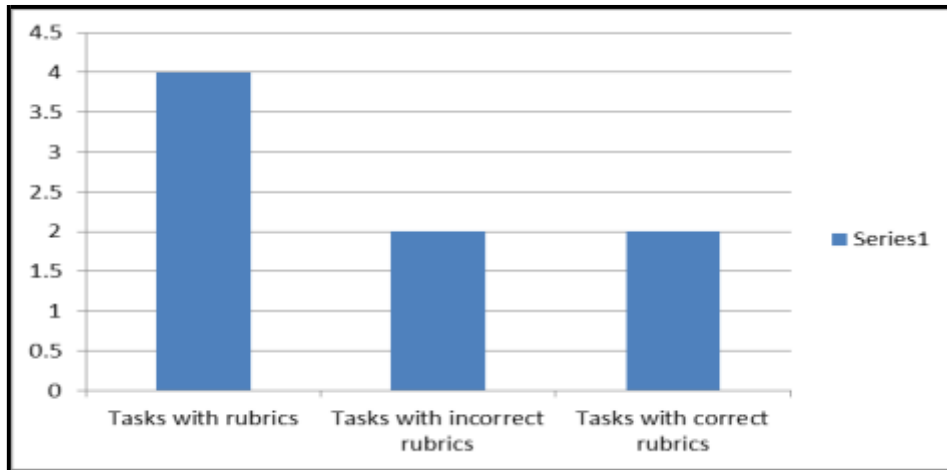
Figure 4: Tasks with the correct rubrics

The findings of the research indicate that out of a total of 8 tasks from eight schools, 4 tasks did not have marking memoranda or scoring rubrics. This represents a deviation of 50% of the sample, an indication that these schools ignore the principles of fairness and appropriateness in assessment.

Two (2) tasks did not comply in terms of correctness while only two were correct. From the graph above, it can be reasoned that 75% of the sampled schools did not comply with the criterion on correct marking memorandum/rubric**.**

4.4.1.3 Is the lay-out of the task friendly to learners?

Nitko & Brookhart (2014) argue that the teacher must ensure that all assessment tasks do not hamper a learner's ability to demonstrate accomplishment of the learning targets. According to McMillan (2008:08), standardised tests must have strong technical properties.All the schools that participated in the research used previous question papers from the Limpopo Department of Education for Task 4 and these tasks complied with lay-out specifications as per guidelines from the DBE(2014:4) Department of Basic Education, Official Languages: First Additional Language /2014 Examination Guidelines

4.4.1.4 Does the task have an appropriate font?

McMillan (2008:94) argues that objective tests must be formatted so that they are easy to read and this would require that the entire question is on one page and the font used must not be too small. According to McMillan (2008:94), a test that is correctly formatted will ensure that the print is not crowded together – a good presentation of the test enhances fairness. The research found that all the schools that participated in the research used

previous question papers from the Limpopo Department of Education and these tasks complied with lay-out specifications as per guidelines from the unpublished Department of Basic Education's *Official Languages: First Additional Language Examination Guidelines* Grade 12 (2014).

4.4.1.5 Are mark allocations clearly indicated?

McMillan (2008:53) argues that fairness is a condition or situation in which assessments are not undeservedly predisposed or influenced by factors that are not related to the learning objectives or standards that are being assessed. There was also compliance in this criterion because all the schools that participated in the research used previous question papers from the Limpopo Department of Education and these tasks complied with lay-out specifications as per guidelines from the DBE (2014) Department of Basic Education, Official Languages: First Additional Language /2014 Examination Guidelines

4.4.1.6 Is the time allocation for the task appropriate?

According to Wright (2008:132), when a test has only a few items, it will have lower reliability than it would have if it were constituted of many items. Nitko & Brookhart (2014) argue that the teacher must prepare students for assessment by telling them, inter alia, the assessment conditions under which they are expected to perform. Students need to know how much time they will need to complete the test. All the tasks were composed of many items or questions and the two hours allocated to the tasks were sufficient. Only one school in the research sample failed to indicate time allocation for Task 4. This translates into noncompliance of only 12, 5%.

4.4.1.7 Is the quality of extracts/visuals/pictures/graphs appropriate?

According to the website Wikipedia (https://en.wikipedia.org/wiki/Visual_literacy) , visual literacy is "the ability to interpret, negotiate, and make meaning from information presented in the form of an image… Visual literacy is based on the idea that pictures can be 'read' and that meaning can be through a process of reading". Fair assessment or testing will ensure that images used in the test are clear so that learners can have a good opportunity to negotiate the meaning of the image. If the image is unclear, then the assessment is unfair. Concerning the criterion on the clarity of extracts and visuals, the research findings indicate that 5 schools presented tests that did not have clear visuals. This translates into a significant noncompliance of 62, 5%.

4.4.1.8 Are instructions clear and unambiguous?

Salvia & Ysseldyke (1999:217) argue that a standardised test must use consistent directions or instructions, criteria for scoring and procedures such as time allowed for the completion of the task. This will result in correct observable learners' behaviour. Ambiguous instructions will disadvantage learners. Bachman & Palmer (1996:181) argue that since instructions are typically the first aspect of the test that learners encounter, these must give the exact nature of the answers that are required in the test.

There was compliance in this criterion because all the schools that participated in the research used previous question papers from the Limpopo Department of Education and these tasks complied with lay-out specifications as per guidelines from the DBE (2014:4) Department of Basic Education, namely Official Languages, First Additional Language Examination Guidelines.

4.4.1.9 Does the format of the task adhere to the DBE 2014 Examination Guide?

Harlen (2016:695) says that a criterion-referenced test is created to give information about what a learner can do in relation to specific outcomes of the curriculum. This is important because the test must mirror the content that is enshrined in the curriculum. There was also compliance in this criterion because all the schools that participated in the research used previous question papers from the Limpopo Department of Education and these tasks complied with lay-out specifications as per guidelines from the DBE (2014:4) Department of Basic Education, namely Official Languages, First Additional Language Examination Guidelines.

4.4.1.10 Where extracts are used, are they of the CAPS approved length?

The English First Additional Language Curriculum and Assessment Policy Statement (CAPS) (DBE 2011: 34 and 84) in FET Phase pertaining to Grades 10 -12 prescribes the lengths of extracts as follows:

Grade	Type of Text/Extract	Number of Words
10	Comprehension passage	450 - 500
10	Passage for Summary writing	± 250
10	Intensive reading	± 250

Table 7: CAPS prescribed length of extracts in Grade and 11

There was also compliance in this criterion because all the schools that participated in the research used previous question papers from the Limpopo Department of Education and these tasks complied with lay-out specifications as per guidelines from the Department of Basic Education, namely Official Languages: First Additional Language DBE/2014 Examination Guidelines (2014:5)

4.4.2 Language Aspects of the Task

The Communicative Language Theory advocates that language must be taught and assessed in context. Questions in a CAPS assessment tasks are usually preceded by extracts to offer some form of grounding, framework, perspective or context to the students. Nitko & Brookhart (2014: 70) argue that main criteria for judging the quality of tests are the validity criteria such content relevance, fairness and representativeness. According to Nitko & Brookhart (2014), the teacher must ensure that the directions (instructions) are clear to all students. Salvia & Ysseldyke (1999:217) maintain that a representative sample of words should be used where a bigger or complex domain of content is tested, and this representative sample must use an appropriate mix of simple and difficult words. The research found that there are language errors in some of the tasks, and the following constitutes some of the examples:

Error	Correct form
She cann't …	*She can't …*
What figure of speech is used on line…	*What figure of speech is used in line…*
mrs Abida Ahmed	*Mrs Abida Ahmed*
What kind of 'mess' is refered in Frame 2?	*What kind of a 'mess' is referred to in Frame 2?*
Do you think 'lament' is apprise poem	*Do you think 'lament' is a praise poem?*

Table 8 language errors found in the tasks

4.4.3 Content Coverage

According to Salvia & Ysseldyke (1999), one of the main concerns of the general public regarding assessment is inadequate instruction or teaching that does not cover the content that is prescribed by the curriculum and this leads to students being tested on insufficient subject matter.

McMillan (2008:23) says that one of the important sources of validity evidence is test content on test construct where the test developer must measure the extent to which assessment items represent a larger field or construct. In South African schools, formal grammar testing in SBA is mostly administered as a writing test. When a test developer uses two or more of the traditional testing techniques, the probability is that assessment items will represent a larger field or paradigm.

4.4.3.1 Does the task cover the content and aspects as prescribed by CAPS?

Wright (2008:145) maintains that if assessment plans are wee-conceived, then it is possible to verify that all areas and aspects of the subject curriculum are being assessed to the desired depth. Wright (2008) argues that there must be fidelity or conformity between the test and the curriculum content. The Department of Education CAPS (2011:11) argues that a person learning an additional language needs as much exposure as possible and the criterion on content coverage is thus relevant and crucial in this research.

All the sampled schools in this research comply with CAPS and the 2014 DBE Examination Guideline. The availability of skills and content in the tasks as show in Table 7 is not necessarily sufficient, and for this reason the research focuses on the quality of the skills and content area in the criteria that start from paragraph 4.3.3.3.

Content/Skills	School A	School B	School C	School D	School E	School F	School G	School H
Comprehension	Available	Available	Available	Available	Available	Available	Available	Available
Summary writing	Available	Available	Available	Available	Available	Available	Available	Available
Advertisement	Available	Available	Available	Available	Available	Available	Available	Available
Cartoon	Available	Available	Available	Available	Available	Available	Available	Available
Language structures and conventions	Available	Available	Available	Available	Available	Available	Available	Available

Table 9: Content coverage through texts that are grade and level appropriate

4.4.3.2 Does the task include a minimum of two types of assessment?

	School A	School B	School C	School D	School E	School F	School G	School H
Construct an answer	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Complete sentences	Yes	Yes				Yes		
Combine sentences		Yes						
Paragraph editing								
Multiple choice	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fill in the blank	Yes	Yes						
True/false and substantiate		Yes		Yes	Yes	Yes		

Table 10: Content coverage through grammar testing

4.4.3.3 Does the task allow for creative responses from learners?

There is full compliance of the tasks in this criterion. All the tasks allow for creative responses from learners because some questions require learners to respond in their own words, for example:

- How does the word 'STOP' support the message of the advertisement?   (2)
- In your view, is the advertisement realistic and convincing?   (2)

4.4.3.4 Are questions properly linked and integrated?

Questions in Task 4 in the research sample are properly linked to the extracts. Where learners are requested to express their own views, the concepts are always linked to the context of the extracts. There is full compliance of the tasks in this criterion.

4.4.3.5 Are illustrations and examples suitable, appropriate and relevant?

Tasks in this section (SBA Task 4) were photocopied several times because they are previous questions papers. This has resulted in poor quality of the presentations such that some information in the visual text has been lost.

4.4.3.6 Has the repetition of questions from previous examinations been avoided?

According to Nitko (2004:81), the publication of a test or assessment task does not guarantee quality and as a result, poorly designed tasks put learners' assessment in jeopardy. The research found that all eight (8) schools in the research sample used previous question papers – all schools did not comply with this criterion on the repetition of questions from previous question papers. These question papers were already in the public domain were

they were given as SBA tasks and the greatest probability is that learners may have already accessed the question before they wrote them as SBA tasks.

4.4.3.7 In general, do you think the task was difficult?

This section deals with the difficulty levels of the questions in the task and the research has focused on the comprehension passage, summary writing, advertisement, cartoon and language structures and conventions.

Question 1: Comprehension Passage
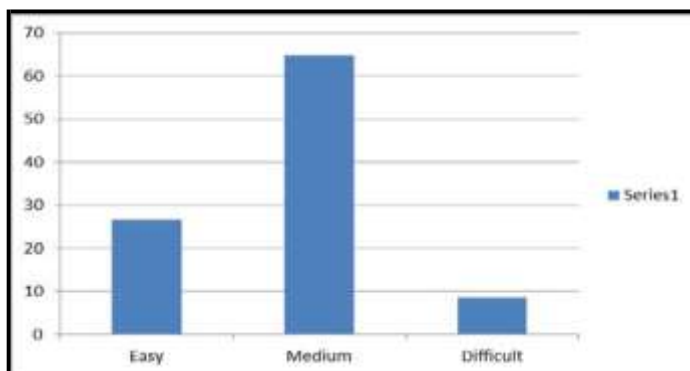
Figure 5: Research Result Ratio 26.7: 64.8: 8.6 [Question 1: Comprehension passage]

The graph above shows the averages of the combined marks of 7 schools for Task 4. The marks of the 8th school were ignored since mark allocation in that school did not comply with CAPS prescriptions. The research findings were compared with the CAPS distribution ratio of 40:40:20 for language assessment tasks. The difficulty ratio of the research sample is 26.7 : 64.8: 8.6. The distribution of the marks shows noncompliance with CAPS prescriptions. It can be reasoned that with a deviation of 11.4% at the difficulty level (level 3); the Comprehension questions of Task 4 were easy.

Question 3: Advertisement
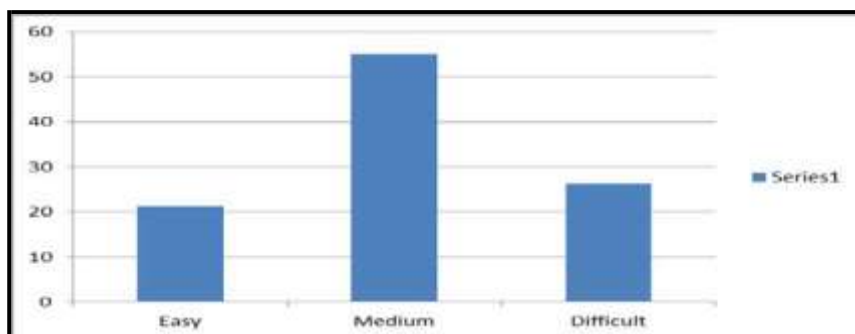
Figure 6 Research Result Ratio 21.3 : 55: 26.3   [Question 3: Advertisement]

The graph above shows the averages of the combined marks of 8 schools for Task 4. The research found that the ratio for *Question 3: Advertisement* is 21.3: 55: 26.3. From the graph

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above it can be reasoned that *Question 3: Adertisement,* was difficult because Level 2 (medium) and Level 3 (difficult) respectively show deviations of 15% and 6,3% above the CAPS prescribed norms.

Question 4: Cartoon
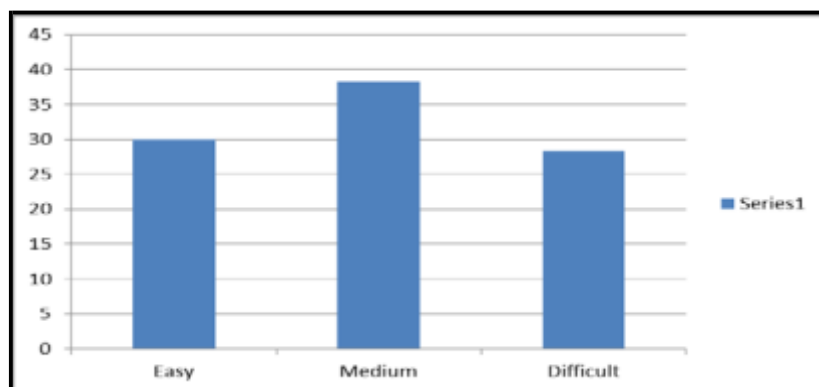
Figure 7 Research Result Ratio 30: 38.3: 28.3   [Question 4: Cartoon]

The graph above shows the averages of the combined marks of 8 schools for Task 4. All levels in this question show deviations. Leve1 (easy) and Level 2 (medium) show negative deviations of 10% and 1.7% respectively. This imples that accessible questions have been reduced from Levels 1 and 2. Level 3 (difficult) shows a gain and a deviation of 8.3%, thus making *Question4: Cartoon* a difficult question.

Question 5: Language structures and conventions (grammar)
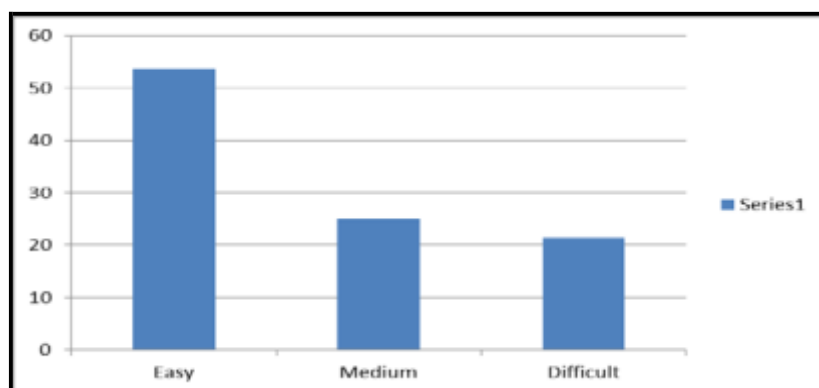
Figure 8 Research Result Ratio 53.6: 25: 21.4   [Question 4: Lanuage Structures]

The graph above shows the averages of the combined marks of 8 schools for Task 4. The graph above show a ratio of 53.6: 25: 21.4 instead of 40:40:20. There is a deviation of 13.6% at Level 1(easy) which shows that more schools asked very easy in

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4.4.3.8 In general, do you think the task was fair?
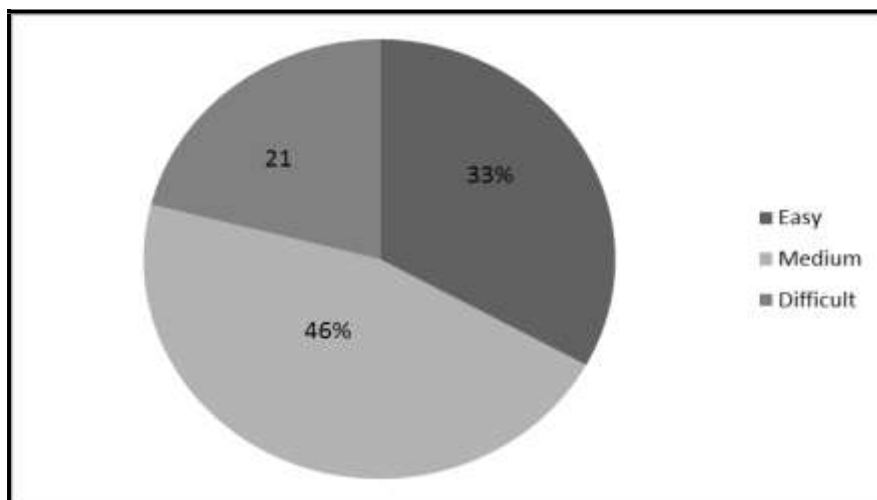
Figure 9 Research Result Ratio 33: 46: 21 [Aggregate of the research sample for Questions 1, 3, 4 and 5]

The figure above shows the aggregate for Questions1, 3, 4 and 5 of Task 4 for all the schools in the research sample. Only question 1 was too easy and it can thus be reasoned that aggregate for the whole sample shows that the questions were difficult because there is a negative deviation of 7% at Level 1 (easy) that shows less questions were asked at this level. Since 3 out of the 4 questions that were analysed were deemed to be difficult, and the fact that there is a deviation of 7% from Level 1 (easy), it can be reasoned that Task 4 was difficult.

4.5 Quantitative Evaluation of the Language Task (Task 4)

The section that follows, Section 4.5 Quantitative Evaluation of the Language Task CAPS Task 4, focused on the qualitative analysis and evaluation of the research data. It was indicated in Paragraph 4.2 above that this research used both the qualitative and quantitative research methods.

4.5.1 Cognitive levels of tasks of Task 4.

Literature tasks developed at schools must also conform to the CAPS weighting of 40:40:20 when the distribution of cognitive levels is factored into the test or task design. Nitko (2004:22) argues that taxonomies of teaching or instructional learning objectives are highly structured schemes for organizing and categorising knowledge into various levels of complexity and density.

Wright (2008:177) maintains that the use of a cognition domain in a test specification table "prevents the test from overemphasising those areas for which it is easy to write questions and underemphasising those areas where the test items are difficult to construct." All the 8 schools in the sample did not comply with CAPS prescription of 40:40:20 when it comes to the distribution of cognitive levels in Task 4. The following examples depict the extent of the deviation from prescripts. Figures 8 and10 depict the CAPS prescripts, while figures 9 and 11 show deviations from the CAPS prescripts.

4.5.1.1 School A Task 4 (Language structures and conventions)

QUESTIONS	COGNITIVE LEVELS				TOTAL MARKS
	Literal	Reorganization	Inference	Evaluation & Appreciation	
Prescribed Total Marks	32		32	16	80
Actual Marks	44		20	11	75
Prescribed % Distribution	40%		40%	20%	100%
Actual % Distribution	59%		27%	15	100
Deviation	11%		13%	5%	

Table 11: Cognitive levels for School A Task 4
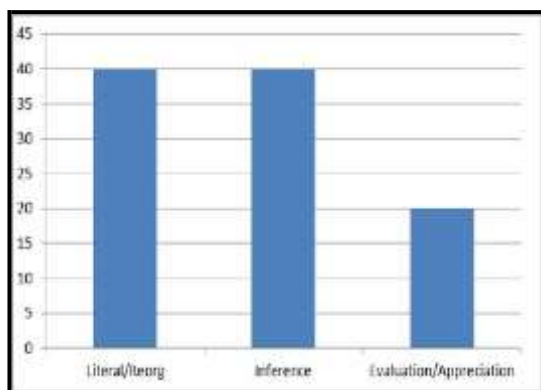
Figure 10: CAPS weighting 40:40:20
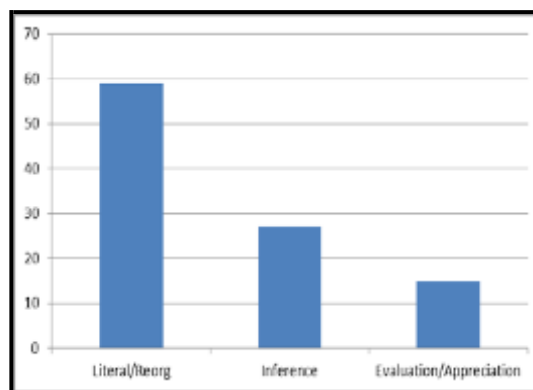
Figure 11: School A weighting 59:27:15

4.5.1.2 School C (Language structures and conventions)

QUESTIONS	COGNITIVE LEVELS				TOTAL MARKS
	Literal.	Reorganization	Inference	Evaluation & Appreciation	
Prescribed Total Marks	32		32	16	80
Actual Marks	54		19	11	84
Prescribed % Distribution	40%		40%	20%	100%
Actual % Distribution	64%		23%	13%	100
Deviation	24%		17%	7%	

Table 12: Cognitive levels of School C
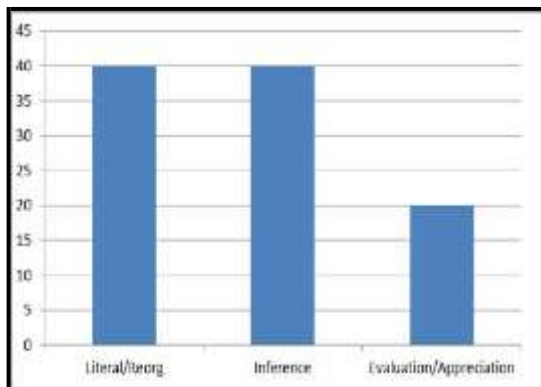
Figure 12: CAPS weighting 40:40:20
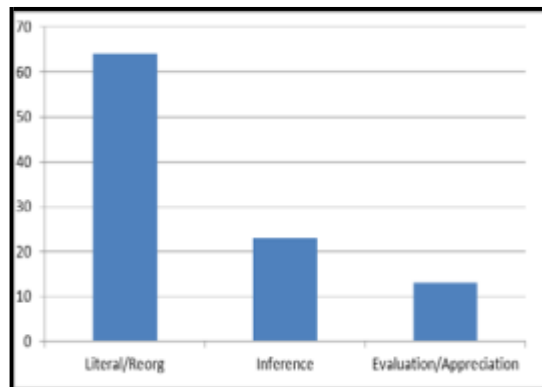
Figure 13: School C weighting 64:23:13

Figure 11 (School C weighting 64:23:13) shows that Task 4 for School C is not standardised because the cognitive weighting is biased towards literal/reorganisation questions. This makes the task to be too easy and as a result the task gives learners an unfair advantage.

4.5.1.3 School D (Language structures and conventions)

QUESTIONS	COGNITIVE LEVELS			TOTAL MARKS
	Literal/Reorganization	Inference.	Evaluation. Appreciation.	
TOTAL FOR Section A QUESTION 1	12	12	6	30
Actual distribution of marks	20	8	2	30
TOTAL FOR Section B QUESTION 2	4	4	2	10
Actual distribution of marks	4	4	2	10
TOTAL FOR Section C QUESTION 3	4	4	2	10
Actual distribution of marks	5	0	5	10
TOTAL FOR Section C QUESTION 4	4	4	2	10
Actual distribution of marks	2	6	2	10
TOTAL FOR Section C QUESTION 5	8	8	4	20
Actual distribution of marks	11	7	2	20
Norm Distribution of Marks	32	32	16	80
Actual Total Marks	42	25	13	80
Actual % Distribution	53%	31%	16%	100%
PRESCRIBED % DISTRIBUTION	40%	40%	20%	100%

Table 13: Cognitive levels for School D Task 4

The table above shows that School D did not to align the weighting of the cognitive according to CAPS and 2014 DBE Examination Guidelines. There is a deviation of 13% in the Literal/Reorganisation category, a deviation of 9% in the Inference category and a deviation

of 4% in Evaluation/Appreciation category. The task is not standardised as it is biased towards easy questions – this gives an unfair advantage to learners.

4.5.1.4 School E (Language structures and conventions)

QUESTIONS	COGNITIVE LEVELS			TOTAL MARKS
	Literal/Reorganization	Inference.	Evaluation. Appreciation.	
TOTAL FOR Section A QUESTION 1	12	12	6	30
Actual distribution of marks	21	5	4	30
TOTAL FOR Section B QUESTION 2	4	4	2	10
Actual distribution of marks	4	4	2	10
TOTAL FOR Section C QUESTION 3	4	4	2	10
Actual distribution of marks	8	2	0	10
TOTAL FOR Section C QUESTION 4	4	4	2	10
Actual distribution of marks	6	0	4	10
TOTAL FOR Section C QUESTION 5	8	8	4	20
Actual distribution of marks	9	4	7	20
Actual Total Marks	32	32	16	80
Actual distribution of marks	48	15	17	80
Actual % Distribution	60%	19%	21	100%
PRESCRIBED % DISTRIBUTION	40%	40%	20%	100%

Table 14: Cognitive levels for School E Task 4

The table above shows that the school did not master the technique of asking inference questions that constitute 40% in CAPS as only 19% of the questions were this level. There is a deficit of 21% in the Inference category. The literal category is also inflated by an extra 20% of easy, literal and recall questions. The whole task is thus not standardised according to the CAPS prescripts.

4.4.1.5 Aggregated scores of the 8 sampled schools for Task 4

School	Literal/ Reorganisation	Inference	Evaluation/ Appreciation	Total
School A	44	20	11	75
School B	34	29	17	80
School C	54	19	11	84
School D	42	25	13	80
School E	42	25	13	80
School F	48	15	17	80
School G	38	23	19	80
School H	43	19	18	80
Actual distribution of marks	345	175	119	639
PRESCRIBED % DISTRIBUTION	40%	40%	20%	100%
Actual % Distribution	54%	27.4%	18.6%	100%
Deviation	14%	12.6%	1.4%	

Table 15: Aggregate values of the 8 sample schools for TASK 4
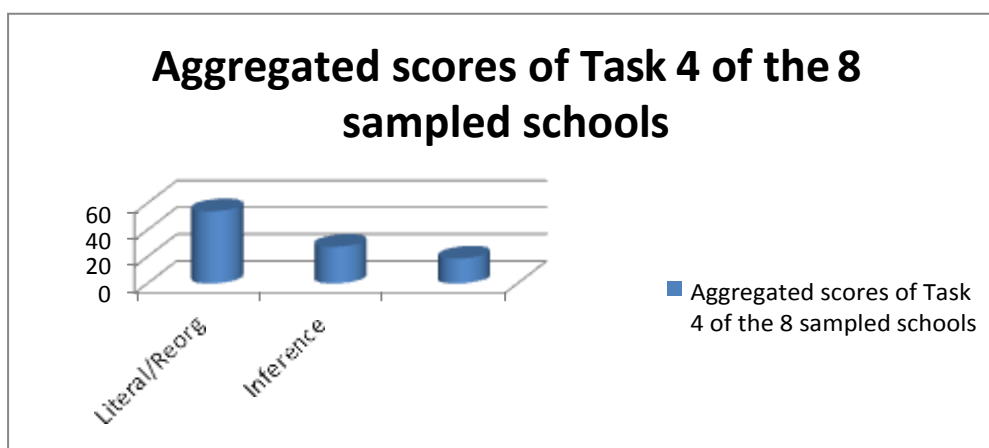
Figure 14: Aggregated weighting of 8 schools 54: 27.4: 18.6

Table 15 and Figure 12 above show a deviation of 14% for the Literal/Reorganisation category, a deviation of 12.6% for the Inference category and a deviation of 1.4% for the Evaluation/Appreciation category. The research found that this deviation from the CAPS prescribed weighting of cognitive levels makes the tasks to be below prescribed standards. This deviation confirms the assertion by Nitko (2004:81) that the publication of a test or assessment task does not guarantee quality. The deviation means that the bulk of the previous question papers used as SBA tasks were not designed according to CAPS standards.

The tasks were too easy and thus gave an unfair advantage to the learners. The problem with this skewed deviation is that it will give the learners, teachers, officials and parents a false impression that learners are mastering the prescribed content, knowledge and skills in English FAL whereas that is not the case.

Wiggins (1990:2) says "Assessment is authentic when we directly examine student performance on worthy intellectual tasks." Furthermore, in Grade 12, the SBA marks are statistically adjusted so that the SBA marks are not 10% higher than the mean of the final examination mark. In Grade 10 there is no statistical adjustment, therefore easy SBA tasks do not give a true reflection of what learners know and can do.

4.6 Qualitative Evaluation of the Literature Task (Task 6)

4.6.1 Technical Aspects of the Task

4.6.1.1 Does the task have a correct marking memorandum/rubric?
As indicated in Table 4.2,4 out of 8 of the schools did not have a marking tools attached to their tasks. There is a deviation of 50% in Task 6 regarding the criterion on the provision of the marking tool.

4.6.1.2 Do marks on the task correspond to marks on the marking memorandum?
In the 4 schools that provided their marking tools, marks in the task corresponded with marks in the in the marking guidelines (memoranda) or rubrics.

4.6.1.3 Is the lay-out of the task friendly to learners?
Many of the tasks were handwritten and some were not legible in places. The photocopying of the tasks was also poor and the made presentation of the tasks to be very poor. The lay-out of some of the tasks was compromised by the fact the extract that went with the questions were place at the end of the tasks and thus made it difficult for learners to connect the questions with the extract.

4.6.1.4 Does the task have an appropriate font (Arial 12)?
Since most of the tasks were handwritten, there was no compliance with this criterion. One task used different fonts in the task and this was an unprofessional presentation.

4.6.1.5 Are mark allocations clearly indicated?
Two schools (25% of the sample) did not comply with this criterion. Allocation of marks is inconsistent – sometimes brackets are provided to isolate the marks. In School C Question 2 have no mark allocations and the allocation of the grand total of marks is incorrect – the task has 64 marks instead of 70.

4.6.1.6 Is the time allocation for the task appropriate?
All schools in the sample complied positively with this criterion.

4.6.1.7 Is the quality of extracts/visuals/pictures/graphs appropriate?

School A provided an incomplete poem as an extract for Section A. Some questions could have been best answered when learners had access to the poem. The shortened poem makes this question an unfair question.

4.6.1.8 Are instructions clear and unambiguous?

Seven of the eight schools complied with this criterion. One school had a question without instructions – the question supposedly wanted learners to match items from two columns or 10 marks. The absence of an instruction made it an unfair question.

4.6.1.9 Does the format of the task adhere to the latest policy guideline? (2014 DBE Examination Guide)

Two out of the eight schools failed to adhere to the format of the task as prescribed by the 2014 DBE Examination Guide and the CAPS document. The following are some of the causes of the deviation:

- The tasks included just one extract for or a novel instead of two extracts.
- The task is out of 50 marks instead of 35 marks.
- Some questions are overloaded with marks.
- The extracts are at the end of the task instead of being within the task and just before the appropriate questions.

4.6.1.10 Where extracts are used, are they of the CAPS approved length?

Bachman (1990:31) says that "In any language testing situation… the performance of an individual will be affected by a large number of facts, such as the texting context, the type of test tasks required…" Very long extracts are unsuitable for test or examination conditions as they offer too much information that is not easy to handle. Short extracts disadvantaged learners because some of the questions were eventually out of context of the extract. There was only a margin of 12, 5% compliance in this criterion – seven schools administered tasks that had extracts that were either too short or too long.

4.6.2 Language Aspects in Task 6

The language register was not appropriate for the level of the candidate in some the tasks as is evident in the following questions:

- the man reacted <u>instinctitinvely</u> to the <u>accussation</u>
- showed <u>remose</u>

The research found that there was some elusiveness in the grammar that created confusion. The following are just examples:

- <u>What</u> does the pronoun '<u>I'</u> in line 1 refer to?
- <u>Quote and name the name of the figure of speech</u> used in paragraph one.
- <u>Explain in two</u> ways how Martha was treated.

The research found that editing, proofreading and moderation were not done diligently as the tasks contained numerous language errors.

4.6.3 Content Coverage of Task 6

4.6.3.1   Does the task cover the content and aspects as prescribed by CAPS?

Out of the eight schools sampled, four did not cover the content as prescribed by CAPS because they assessed learners on only one genre instead of two. Two schools used genres that were prescribed for Grade 12 and the difficulty levels of the genres were not suitable for Grade 10. The novel used in School C is difficult as it uses a lot of flashbacks and complicated sub-plots. Though contextual extracts are used, simple questions are overloaded with marks.

4.6.3.2   Does the task include a minimum of two types of assessment?

This aspect involved questions such as multiple choice, filling in the blank spaces, constructed response question, paragraph, data response, real-life scenarios, real-life problem-solving. There was no compliance in this criterion and the following are just some of the examples that show deviation from the expected norm:

- There are too many questions about matching items
- There are too many items that require True/False responses without substantiation.
- There were many questions wh-questions type (who, when, where, what)
- Some tasks used a lot of 'fill-in the blanks' question type.

4.6.3.3   Does the task allow for creative responses from learners?

Six out of the 8 schools, or 75% of the sample displayed tasks that used questions that did not allow for creative responses to questions. In the main, the tasks require learners to respond to recall or reorganisation questions. This results in questions demanding single word answer in the majority of those questions.

4.6.3.4   Are questions appropriately linked and integrated?

Many tasks for the literature question used extracts as expected, but there were serious deviations from the norm as some questions tested general knowledge that was outside the literature genre.

4.6.3.5   Has repetition of question from previous examinations been avoided?

As indicated earlier, two schools used genres that were prescribed for Grade 12 and went on to use previous question papers. There question papers were already in the public domain at the writing of the tasks as official SBA tasks. Learners enjoyed an unfair benefit.

4.7 Quantitative Evaluation of Literature Tasks (Task 6)

All the eight schools in the sample administered Task 6 (Literature). This task must also conform to the CAPS cognitive weighting of 40:40:20. This weighting implies that 40% of the questions must be at the easy level (Literal/Reorganisation), the second 40% of the questions must be at the medium difficulty level (Inference) while 20% of the questions must be high order questions (Evaluation/Appreciation). The CAPS weighting of 40:40:20 virtually defines the standard of the question paper or task.

4.7.1 The cognitive weighting of School A Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	68	2	0	70	67	3	0
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	97,2%	2,8%	0%		96%	4%	0%
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	40	26	14		39	25	14
Deviation %	142,9%	92.9%	100%		239.2%	10,7%	100%

Table 16: Cognitive levels for School A Task 6 Literature
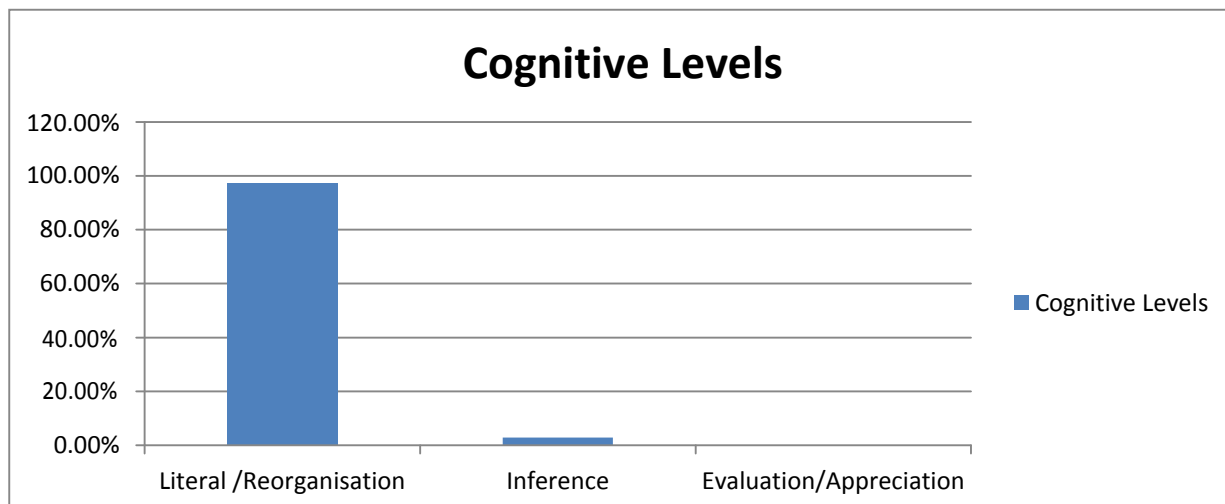
Figure 15: Cognitive levels of School A - 97.2 : 2.7: 0

Task 6 of School A shows a 142.9% at the Literal/Reorganisation level, 92.9% at the Inference level and 100% at the Evaluation/Appreciation. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.2 The cognitive weighting of School B Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	55	12	3	70	59	11	0
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	79%	17%	4%	100	84%	16%	0%
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	9	4	5	18	12	3	7
Deviation : Percentage	64,3%	28,6%	71,4%	51.4%	86%	21%	100%

Table 17: Cognitive levels for School B Task 6 Literature
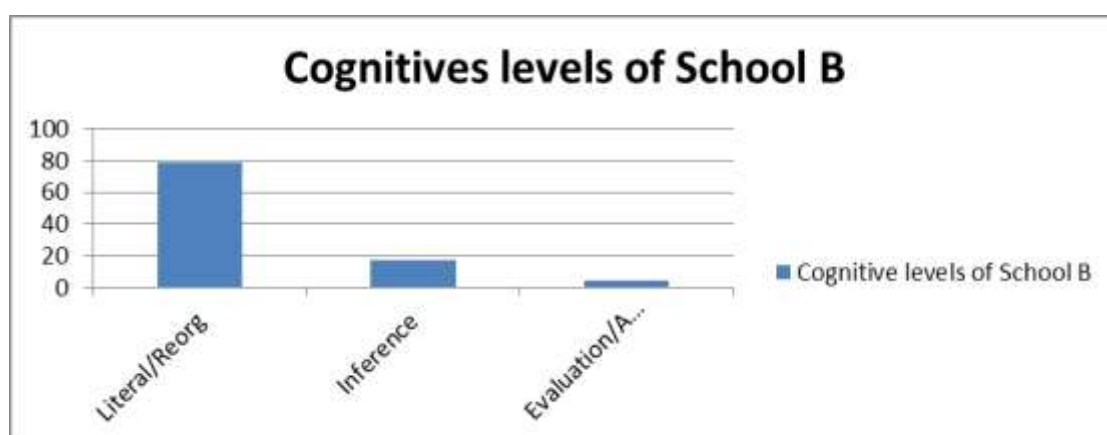
Figure 16: Cognitive levels of School B - 79 : 17: 4

School B also shows a deviation from the CAPS prescribed weighting of cognitive levels in Task 6. The deviation is 64% at Literal/Reorganisation level, 28% at the Inference level   and

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71% at the Evaluation/Appreciation level. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.3 The cognitive weighting of School C Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	64	0	0	64	58	6	0
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	100%	0%	0%	100%	90.6%	9.4%	0%
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	36	28	14		30	22	14
Deviation : Percentage	128.6 %	100%	100%		107%	76%	100%

Table 18: Cognitive levels for School C Task 6 Literature

School C also shows a deviation from the CAPS prescribed weighting of cognitive levels in Task 6. The deviation is 128% at Literal/Reorganisation level, 100% at the Inference level and 100% at the Evaluation/Appreciation level. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.4 The cognitive weighting of School D Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	53	15	2	70	36	29	5
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	75.7%	21.4	2.9		51.4%	41.4%	7.1%
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	25	13	14		8	1	9
Deviation :Percentage	89.3%	46.4%	85.7%		28.6%	3.6%	64%

Table 19 Cognitive levels for School D Task 6 Literature
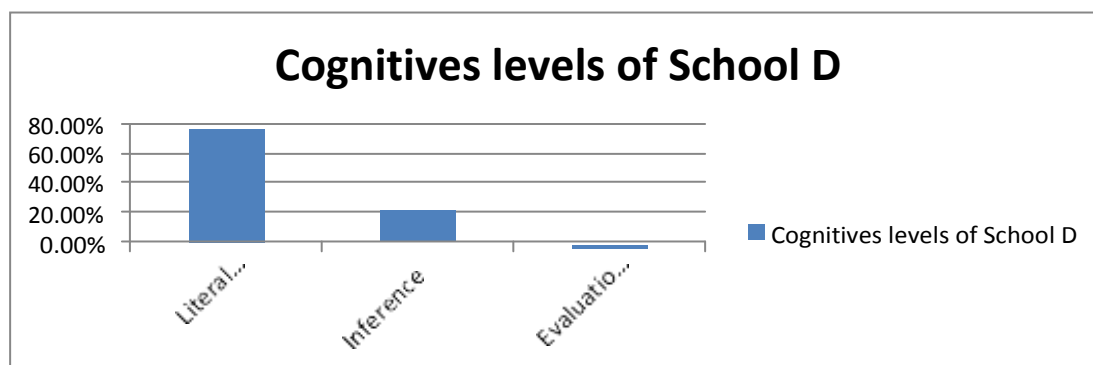
Figure17: Cognitive levels of School D

School D also shows a deviation from the CAPS prescribed weighting of cognitive levels in Task 6. The deviation is 89.3%% at Literal/Reorganisation level, 46.4% at the Inference level and 85.7% at the Evaluation/Appreciation level. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.5 The cognitive weighting of School E Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	37	14	12	63			
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	59%	22%	19%	100%			
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	9	14	2				
Deviation : Percentage	32%	50%	14%				

Table 20: Cognitive levels for School E Task 6 Literature

The deviation of School E is 32 % at Literal/Reorganisation level, 50% at the Inference level and 14% at the Evaluation/Appreciation level. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.6 The cognitive weighting of School F Task 6

Question levels	Literal Reorganisation	Inference	Evaluation Appreciation	Total	Easy	Medium	Difficult
Actual mark distribution	52	14	4	70	54	14	2
Norm Distribution	28	28	14	70	28	28	14
Actual % distribution	74%	20%	6%	100%	77%	20%	3%
Prescribed % Distribution	40%	40%	20%	100%	40%	40%	20%
Deviation : marks	24	14	10		26	14	12
Deviation : Percentage	85.7%	50%	28.6%		93%	50%	86.7%

Table 21: Cognitive levels for School F Task 6 Literature

The deviation School E is 85.7 % at Literal/Reorganisation level, 50% at the Inference level and 28.6% at the Evaluation/Appreciation level. The task is therefore not standardised since it is hugely biased towards easy questions.

4.7.7 Aggregated scores of the 8 sampled schools for Task 6 (Literature)

School	Literal/ Reorganisation	Inference	Evaluation/ Appreciation	Total
School A	68	2	0	70
School B	55	12	3	70
School C	64	0	0	64
School D	53	15	2	70
School E	37	14	12	63
School F	52	14	4	70
School G	48	11	3	62
School H	20	32	10	62
Actual distribution of marks	397	100	34	531
PRESCRIBED % DISTRIBUTION	40%	40%	20%	100%
Actual % Distribution	74.8%	18.8%	6.4%	100%
Deviation	34.8%	21.2%	13.6%	

Table 22: Aggregate values of the 8 sampled schools for TASK 6 Literature
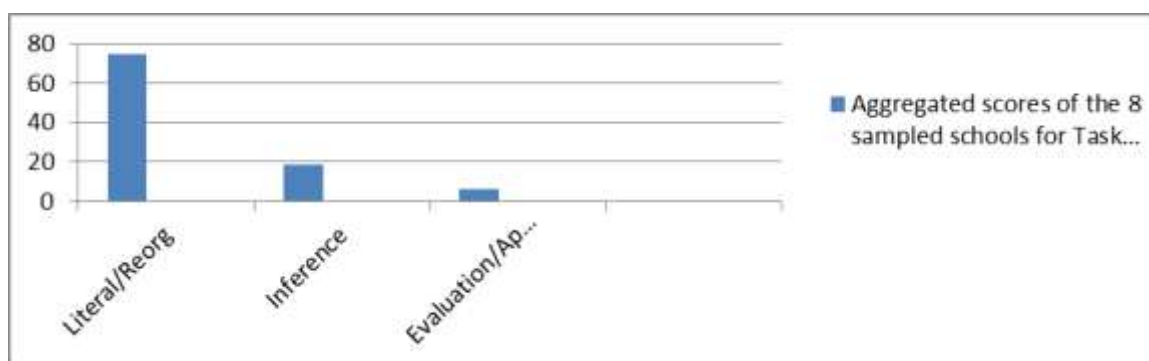
Figure 18 Cognitive levels of the 8 sampled schools for Task 6 (Literature)

Reyneke, Meyer and Nel (2010) argue that "… poor understanding of the curriculum and assessment due to inadequate training, a lack of support during the implementation process, a lack of resources and support material, a heavy workload, a lack of standards and poor moderation…" contribute to poor SBA standards. On the other hand, Van Der Berg and Shepherd (2010:4) argue that "An inflated CASS (SBA) mark, where it is much higher than examination marks, can give students a false sense of security about how well they are

prepared for the exams in that subject. This could elicit inappropriate studying behaviour (e.g. diminished effort in that subject), thereby further weakening examination results."

Nitko (2004:108) argues that before a test is administered to learners, the teacher must ensure that he has crafted a blueprint, or a table of specifications to ensure that the assessment tasks will have the prescribed, desired and standardised emphasis and balance. The CAPS document and the 2014 DBE Examination Guidelines offer guidelines to attain the desired assessment emphasis and balance.

Table 22 and Figure 16 show that for all schools that constitute the sample for this research, the Literature task (Task 6) was poorly planned and designed. On average there is a deviation of 34.8 % at Literal/Reorganisation level, 21.2% at the Inference level and 13.6% at the Evaluation/Appreciation level. The research found that Task 6 was too simple for all the eight schools. Easy tasks give a false impression that learners are doing well at the grade level. This skewed assessment misleads learners, parents and teachers themselves.

CHAPTER 5: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The purpose of this chapter is to conclude the study by re-establishing the aims of the research, summarising the findings and discussing the implications of the findings. The chapter will also draw conclusions and make recommendations for further research.

The objective of this study was to determine compliance of Grade 10 English First Additional Language School Based Assessment tasks with the Curriculum and Assessment Policy Statement.

The initial task of the researcher was to establish and describe the importance of assessment in general and summative assessment in particular. For South African learners, SBA is even much more important as it is treated as summative assessment and is subsequently incorporated into the learners' promotion marks from the Foundation Phase through to Further Education and Training (FET) Phase that culminates with Grade 12.

The researcher emphasised the importance of Grade 10 as the foundation for studies in the FET Phase. Lastly, the researcher acknowledged the fact that the CAPS documents for different subjects are the central guiding documents in the management of subject teaching and assessment.

The study started with defining the role assessment in our schools. The second focus was on the content that is to be assessed in English FAL in Grade 10. Lastly, the study analysed assessment tasks from a rural circuit in Limpopo Province.

5.2 Overview

Chapter 1 had the purpose of giving an outline and scope of the study. This was done by explicitly stating the problem that spurred the researcher to undertake the study. The problem statement highlighted the notion that most school based assessment tasks in South African schools are not of an acceptable standard and quality. The chapter also noted the outcry regarding the quality of learners coming out of the national and public education system.

The study evolved within certain parameters, and the problem statement was anchored on the following objectives:

- To assess the content coverage of Grade 10 English First Additional Language SBA Tasks.
- To classify language structures and conventions (grammar) according to Bloom's taxonomy of cognitive domain.
- Classify literature and comprehension SBA questions according to Barrett's taxonomy of comprehension skills.
- To recommend a model for effective incorporation of Barrett and Blooms taxonomies in the appraisal of SBA tasks.

What was also crucial in this chapter was the inclusion of the significance of the study and the theoretical framework.

Chapter 2 focused on the literature review and in this chapter many topics were discussed, which among many were:

- The functions of educational assessment where the works of scholars such as Hogan (2007), Nitko and Brookhart (2011), Klenoswski and Wyatt-Smith (2014) were reviewed.
- The topic on a brief history of assessment in second language teaching and assessment provided a perspective on the challenges around assessment. This topic established that, for instance, assessment during the Classical period consisted of unrelated sentences for translation and extensive testing of grammar without contextualisation or any effort to make intelligible meaning of such texts.
- The chapter also focused on the legislation of the National Curriculum Statement (NCS) in South Africa. This was followed by a critique of the management of SBA in South African.
- The introduction of CAPS was discussed and the curriculum was discussed against a number of principles such as accountability, monitoring and moderation.
- The chapter also discussed the use of taxonomies and what the entail for SBA in the second language classroom.

Chapter 3 expounded on the research methodology and explained that document analysis was the preferred research methodology in this study. This chapter outlined the study population, study site, data collection tools and the SBA tasks earmarked for the study.

Chapter 4 collected and presented data through the use of instruments that had the following foci:

(a) The technical criteria.

Criteria in this section focused on issues such as the quality of visuals/pictures/graphs, instructions, marking tool and the general lay-out of the tasks.

(b) The language aspect criteria.

The Language criteria in this section focused on appropriate register and its suitability for the level of the Grade 10 learners.

(c) The content coverage criteria

The content coverage criteria tool checked whether assessment tasks covered all major tasks that are prescribed by CAPS and how questions are constructed (e.g. multiple choice, filling in the blank spaces, constructed response question, paragraph, data response, real-life scenarios, and real-life problem-solving.)

(d) The cognitive level criteria

The cognitive level criteria tool checked questions covered low, medium and higher order thinking skills (40:40:20 weighting in CAPS).

The collection of data used the qualitative and quantitative approaches and this .was followed by the interpretation of the information collected.

5.3 Major Findings of the Study

The research focused on two SBA, namely the Language task (Task4) and the Literature task (Task 6). The main findings of the study were leveraged against the four objectives of the study.

In **Task 4 (Language)** the first objective sought to assess the content coverage of Grade 10 English First Additional Language SBA Tasks. All the 8 schools in the research sample used previous question papers. This ensured that that the content of **Task 4** was in line with CAPS. The schools complied in this objective. However, the most serious problem was that the use of previous question papers as SBA Task compromised and diminished the value of the assessment because learners were assessed on something that they have already

accessed. This is unfair assessment because this practice unduly benefits learners who can just study and practise previous question papers. The study found that for the Language task (Task4) there was over-dependence on past or previous question papers.

In **Task 6 (Literature)** content coverage was poor. The extracts and questions in the tasks show that the task is based on the preliminary sections of the genres. There are instance where schools focus on only one literature genre instead of two – this implies that only 50% of the content prescribed by CAPS is covered.

The second objective was to classify language tasks according to the Bloom's taxonomy of cognitive or educational objectives in order to ascertain conformity to CAPS. This classification shows that though most of the questions in Task 4 were from previous questions papers, these did not comply with the CAPS prescription that the questions must be set at the cognitive spread or ratio of 40:40:20. This means that tasks are not standardised and many were too easy. This unfairly advantages learners. Good test scores from simple tasks give learners and parents the wrong impression that learners have mastered the skills, knowledge and content required to make the learners competent users of English as a medium of learning and communication. The aggregated deviation form CAPS showed that on average schools asked 14% more simple questions, 12,6% less inference questions and 1.4% less of evaluation and appreciation question. The conclusion in this objective is that Task 4 tests were simple.

The third objective of the study was to classify literature and comprehension questions according to the Barrett's taxonomy. This task also had to comply to the CAPS ratio of 40:40:20. The aggregated deviation form CAPS showed that on average schools asked 34.8% more simple questions, 21.2% less inference questions and 13.6% less of evaluation and appreciation question. The conclusion in this objective is that Task 6 tests were too simple.

Fourthly, the study had to recommend a model for effective incorporation of Barrett and Blooms taxonomies in the appraisal of SBA tasks. The excessive use of previous questions shows that teachers are unable to set standardised test. The high deviation from CAPS 40:40:20 ratio in the Literature tasks is a confirmation that teachers do not know how to develop blueprints or cognitive specifications for English First Additional Language assessment. This study recommends that each task must be accompanied by an analysis

grid of cognitive levels so that compliance with CAPS is checked before the test or task is administered to learners.

In the main, the findings of this study revealed that Task 4 and Task 6 of the SBA of English First Additional Language are not standardised. The study has revealed that the poor standards unfairly advantages learners and because they are tested at a lower grade level.

5.4 Recommendations

The findings of the study are as follows:

1. The content coverage of Grade 10 English First Additional Language in Task 4 and Task 6 is below par, insufficient and compromised by the use of past papers.
2. Questions are asked at incorrect cognitive abilities.
3. There are no test specifications and no tools to ensure compliance with CAPS.

Firstly, there is a need to develop capacity, competence and confidence in our teachers so that they are ready to craft and design standardised and quality assessment tasks. Over-dependence on previous questions seriously undermines the aim and process of SBA. Many teachers need to be taken through the Bloom's and Barrett's taxonomies at formal discussions to show them the importance of taxonomies in assessment.

Secondly, the models of school moderation need to be reviewed. A probable assumption is that the tasks that formed the data for this research were not moderated. If moderation was done, it was done by an official who was not knowledgeable in the subject. Many tasks carry a school stamp as a sign of school moderation, but the contents of the task suggest the contrary. Competent language teachers can be asked to moderate SBA tasks from their neighbouring schools. There is a need to train heads of departments in the various subjects to equip them with subject knowledge and skills, moderation skills and general subject management skills.

Thirdly, the Department of Education needs to train subject advisors on the setting of quality tests and assessment tasks. These subject advisors must in turn subject leaders or Heads of Departments on the setting and moderation of question papers. Teachers must be provided with assessment exemplars that have moderation reports and cognitive level moderation grids.

Fourthly, the Department of Education in Limpopo Province and the Department of Basic Education need to conduct research regarding the compliance of the other 9 SBA tasks with the Curriculum and Assessment Policy Statement and the 2017 Examination Guidelines.

Fifthly, it is recommended that each moderator must use all or some of moderation or task analysis tools found in the appendices of this dissertation. The tools may be changed or made user-friendly, but must nevertheless remain comprehensive.

5.3 Limitations of the Study

SBA at Grade 10 level has 11 tasks. I should stress that my study has been primarily concerned with only 2 tasks of the first term. This is primarily because of the 11 SBA tasks, 3 are Oral tasks, 2 are creative/transactional writing task while 2 are controlled and usually common examinations task.

- It is difficult to comprehensively evaluate oral tasks unless one is present at the oral presentation, and for this reason, the oral assessment tasks were not included in the research.
- The designs of creative and transactional writing tasks do not generally pose policy problems and most of the teachers manage these areas very well. The issues of contention are around the marking of essays which was not the focus of the study.
- The two examination tasks are usually common task, with the final examination almost always designed by the Limpopo department of Education.

The limitations of this study emanates from the fact that the study could not determine compliance of **all** Grade 10 English First Additional Language School Based Assessment tasks with the Curriculum and Assessment Policy Statement but had to be selective. However, the tasks chosen represent a significant part of assessment in the SBA programme.

5.4 Conclusion

The research aimed at establishing the level of Compliance of Grade 10 English First Additional Language School Based Assessment Tasks with the Curriculum and Assessment Policy Statement by concentrating chiefly on Language (Task 4) and Literature Task 6 of the SBA annual programme. The research revealed that teachers do not administer standardised task to learners.

This study has shown that it is not in the interest of the Limpopo Province Department of Education or the National Department of Basic Education to neglect the Grade 10 curriculum management in general, and Grade 10 English First Additional Language School Based Assessment Tasks in particular. English is a language of learning and teaching in the majority of the South African schools. The demise of this language in our schools spells disaster for the education of children in the country.

In conclusion, Van Der Berg & Shepherd (2010) are of the view that weak and biased continuous or school based assessment in Grade 12, and apparently also assessment in preceding grades, has the undesirable effect of sending wrong signals to learners, guardians and parents with the result that these learners embark on unsuitable subject choices, inappropriate career planning and weak examination preparation.

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APPENDIX 1: OBSERVATION INSTRUMENT FOR COGNITIVE LEVELS: DRAWN FROM BARRET AND BLOOM'S TAXONOMIES

Code of the School_____

Question 1: Comprehension	COGNITIVE LEVELS: Barrett's Taxonomy					Marks	DIFFICULTY LEVELS		
	Literal.	Reorganization	Inference.	Evaluation.	Appreciation.		Easy	Medium	Difficult
Actual mark distribution									
Norm Distribution									
Actual % distribution									
Prescribed % Distribution									
Deviation : marks									
Deviation : Percentage									

QUESTION 2 Summary Writing	COGNITIVE LEVELS					TOTAL MARKS
	Literal.	Reorganization	Inference.	Evaluation.	Appreciation.	
Total for QUESTION 2	Seven points (7 marks) Correct language (3 marks)					10
NORM DISTRIBUTION	40%		40%		20%	100%
ACTUAL %	40%		40%		20%	100%
PRESCRIBED % DISTRIBUTION	40%		40%		20%	100%

a

Question 3: Advertisement	COGNITIVE LEVELS: Barrett's Taxonomy					Marks	DIFFICULTY LEVELS		
	Literal	Reorganization	Inference	Evaluation	Appreciation		Easy	Medium	Difficult
Actual mark distribution									
Norm Distribution									
Actual % distribution									
Prescribed % Distribution									
Deviation : marks									
Deviation : Percentage									

Question 4: Cartoon	COGNITIVE LEVELS: Barrett's Taxonomy					Structure/skills assessed	DIFFICULTY LEVELS		
	Literal.	Reorganization	Inference	Evaluation	Appreciation		Easy	Medium	Difficult
Actual mark distribution									
Norm Distribution	04		04	2		10		04	04
Actual % distribution									
Prescribed % Distribution	40%		40%	20%		100%		40%	40%
Deviation : marks									
Deviation : Percentage									

c

Question 5 Language	Cognitive Levels: Blooms Taxonomy.						Marks	Difficulty Levels		
	Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation		Easy	Medium	Difficult
Actual marks										
Norm distribution										
Actual % distribution										
Prescribed % distribution										
Deviation : marks										
Deviation : Percentage										

SUMMARY OF COGNITIVE LEVELS FOR SECTIONS A, B, C

QUESTIONS	COGNITIVE LEVELS					TOTAL MARKS
	Literal	Reorganization	Inference	Evaluation	Appreciation	
TOTAL FOR Section A QUESTION 1	12		12		6	30
Actual distribution of marks						30
TOTAL FOR Section B QUESTION 2	4		4		2	10
Actual distribution of marks						
TOTAL FOR Section C QUESTION 3	4		4		2	10
Actual distribution of marks						
TOTAL FOR Section C QUESTION 4	4		4		2	10
Actual distribution of marks						
TOTAL FOR Section C QUESTION 5	8		8		4	20
Actual distribution of marks						
Actual Total Marks	32		32		16	80
ACTUAL % DISTRIBUTION						
PRESCRIBED % DISTRIBUTION	40%		40%		20%	100%

d

APPENDIX 2: QUESTION PAPER EVALUATION TOOL

e

Code of the School_____

No.	Evaluation Criteria	Findings/Remarks
1	Does the task have a correct marking memorandum/rubric?	
2	Do marks on the task correspond to marks on the marking memorandum?	
3	Is the lay-out of the task friendly to learners?	
4	Does the task have an appropriate font (Arial 12)?	
5	Are mark allocations clearly indicated?	
6	Is the time allocation for the task appropriate?	
7	Is the quality of extracts/visuals/pictures/graphs appropriate?	
8	Are instructions clear and unambiguous?	
9	Does the format of the task adhere to the latest policy guideline? (DBE 2015 Examination Guide)	
10	Where extracts are used, are they of the CAPS approved length?	

Language aspects in the task

No.	Evaluation Criteria	Findings/Remarks
1	Is the language register appropriate for the level of the candidate?	
2	Is there any elusiveness in the grammar that might create confusion?	
3	Are the extracts in the task of the appropriate complexity?	
4	Are questions clear, concise and precise?	

e

Content Coverage of the task

No.	Evaluation Criteria	Findings/Remarks
1	Does the task cover the content and aspects as prescribed by CAPS?	
2	Does the task include a minimum of two types of assessment? (e.g. multiple choice, filling in the blank spaces, constructed response question, paragraph, data response, real-life scenarios, real-life problem-solving.)	
3	Are questions framed with appropriate language use?	
4	Does the task allow for creative responses from learners?	
5	Are questions appropriately linked and integrated?	
6	Are illustrations and examples suitable, appropriate and relevant?	
7	Has repetition of question from previous examinations has been avoided?	
8	In general, do you think the task had some bias? (e.g. race, cultural, religion, politics, gender, provincial/regional bias)?	
9	In general, do you think the task was difficult?	
10	In general, do you think the task was fair?	

f

Cognitive levels of the task

No.	Evaluation Criteria	Findings/Remarks
1	Is there a correct distribution of questions in terms of cognitive levels, i.e. is the weighting of the cognitive levels correct?	
2	Does the task offer opportunities to assess reasoning ability?	
3	Does the task offer opportunities to assess ability to communicate?	
4	Does the task offer opportunities to assess ability to translate from the verbal to the symbolic?	
5	Does the task offer opportunities to assess ability to compare and contrast?	
6	Does the task offer opportunities to assess ability to express an argument clearly?	
7	Does the assessment task cover low, medium and higher order thinking skills? (Consider the 40:40:20 weighting in CAPS)	

General remarks:

_____

_____

_____

_____

_____

_____

_____

APPENDIX 3: ETHICAL CLEARANCE CERTIFICATE

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**

MEETING:	08 September 2016
PROJECT NUMBER:	TREC/157/2016: PG

PROJECT:

Title:	Compliance of Grade 10 English First Additional Language School Based assessment tasks with the Curriculum and Assessment Policy statement in Nokotlou Circuit, Capricorn District, Limpopo Province
Researchers:	Mr RH Takalo
Supervisor:	Dr TE Mabila
Co-Supervisor:	N/A
School:	Education
Degree:	Masters in Language Education

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:
i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
ii) The budget for the research will be considered separately from the protocol.
    PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

h

APPENDIX 4: LIMPOPO DEPARTMENT OF EDUCATION'S PERMISSION LETTER

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 .E-mail: MakolaMC@edu.limpopo.gov.za

P O BOX 759
SOVENGA
0727

TAKALO RH

RE: Request for permission to Conduct Research

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"TO INVERSTIGATE THE COMPLIANCE OF LANGUAGE AND LITERATURE TASKS WITH THE ENGLISH FIRST ADDITIONAL LANGUAGE (EFAL)CURRICULUM AND ASSESSMENT POLICY STATEMENT(CAPS)IN GRADE 10 CLASSES IN CAPRICON DISTRICT OF LIMPOPO PROVINCE"**

3. The following conditions should be considered:

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with the Circuit Office and the schools concerned.

   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the fourth term.

   3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494
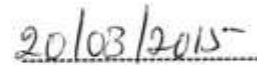
The heartland of southern Africa - development is about people!

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

(signature)   20/03/2015

Mashaba KM   Date

Acting Head of Department.

APPENDIX 5: TEACHER'S CONSENT FORM

INFORMED CONSENT FORM

My name is RAMATLADI HAROLD TAKALO, a Masters student (Master of Education in Language Education) at the UNIVERSITY OF LIMPOPO, TURFLOOP CAMPUS. I am currently conducting research on Compliance of Grade 10 English First Additional Language School Based Assessment Tasks with the Curriculum and Assessment Policy Statement in Nokotlou Circuit, Capricorn District of Limpopo Province.

I would like you and your school to participate in the study.

Your participation in the study is voluntary and you are free to withdraw from the study at any time.

This is a document analysis study; you do not need to respond to any questionnaire. All I need you to give me are school copies of SBA Task 4 and Task 6 of the current year. I assure you that your documents will be treated with strict confidentiality and will not be used for any other purpose than this study.

Do you agree to participate in this study?

Yes	No

If you have answered 'NO' to the question above, do not hand over your SBA tasks. If you have answered 'Yes', kindly sign and submit this consent form together with your SBA tasks.

_____
Signature

APPENDIX 6: SAMPLE TASKS (TESTS)

Task 6

Ⓐ

Ser School

CR/0   ENG P2   MIDYEAR   25/06/2015   P.T.O

MINE BOY   MARKS: 70

INSTRUCTIONS.

Read the extract and answer questions that follow.

1

Leah's Place

The big man heard a clock strike in the distance. It was three in the morning.

He lifted his box onto his shoulder and walked along the narrow street. It was a dark street, full of shadows. The whole township seemed to be full of shadows. He knew he was lost.

Suddenly someone coughed and moved in the shadows. In the dim light, he saw that it was a woman.

'Sister, I need a drink and a place to rest,' he said in a deep voice.

'Strike a match,' the woman said. 'I want to see you.'

'I don't have any matches.'

'Have you money?' she asked.

'No.'

'You are a strange one. What is your name?'

'Xuma. I have come from the north.'

'Well, Xuma, you wait here. I need a light. Maybe I will give you a drink and a place to rest, but maybe not.'

He saw the shadow move. He stood, his head aching from

1. Name six characters that you know from Mine Boy. (12)
2. Who is the big man who heard the clock strike in the distance? (2)
3. Where does the big man come from? 3.
4. Name the township which he first arrived at. 3
5. Who are the two ladies who Xuma loved? 4
6. Lea makes money by _____. 2.
7. Is Leah Married? YES/NO. 2.
8. Who is the brother to Leah's husband? 2
9. Two coloured women were fighting in the street, name them. 4.
10. Why were the streets of the township too Crowded sometimes? (8)
11. Name four countries in Africa (8)   [50]

|

Question 2.

POETRY QUEST.

INSTRUCTIONS

Read the poem and answer questions that follow.

> I was but nine years old
> When I caught the rumour that ran around
> From ear to ear in the school playground
> That someone's father or someone's friend
> 5 Knew the hour when the world would end.
> Terror took hold
> As I heard it told.
>
> All the way home, and in bed
> I thought of the awful day that would come;
> 10 The sick world shuddering like a drum,
> Then all on fire, and the cries and groans,
> With the stars falling like huge hail stones,
> And the moon blood-red
> As the Bible said.
>
> 15 · The day dawned and the sky
> Grew dire with a nor-west glare and gloom.
> I saw the signs and the arch of doom
> As tremblingly to school I trod
> To wait the hour of the wrath of God.
> 20 But the day went by,
> And I did not die.

1. What is the name of the poem? (2)
2. Who knew when the world would end? (2)
3. Give the figure of speech in this poem. (2)
4. How old was the poet when the rumour ran around? 2
5. What was the rumour about? 2
6. Give the plural of playground. (2)
7. Write the opposite of friend. (2)
8. Where did the poet go from school? (2)
9. What was the colour of the moon? (2)
10. Who did not die? (1)
11 What is the synonym of wrath? (1)

20

GRAND TOTAL = 70

m

SECTION A: POETRY

Question 1

Read the following poem then answer the questions set on it.

The Birth of Shaka -- Oswald Mtshali

His baby cry
was of a cub
tearing the neck
of the lioness
because he was fatherless.   5

The gods
boiled his blood
in a clay pot of passion
to course in his veins.

His heart was shaped into an ox shield   10
to foil every foe.

Ancestors forged
his muscles into
thongs as tough
as water bark   15
and nerves
as sharp as
syringa thorns.

His eyes were lanterns
that shone from the dark valleys of Zululand   20
to see white swallows
coming across the sea.
His cry to two assassin brothers:

"Lo! you can kill me
but you'll never rule this land!"   25

1

1. Explain why it is appropriate that Shaka and his mother ~~are~~ compared to lions in the first stanza of the poem. State two points. (1

2. Complete the following sentences by using the words provided in the list below. Write only the correct words next to the question number. e.g. 2.1. ......

| clay pots; lions; blood; gods, veins; cubs; ancestors |

In the second stanza the poet refers to 2.1. and 2.2. which are references to the traditional lives and beliefs of the African tribes. The making of 2.3. is also part of their tradition which makes this suitable image.

(6)

3. Shaka would grow up to become a man ruled by strong, intense feelings. Write True or False and quote one word from the poem to support your answer. (2)

4. Shaka was bound to be a warrior, even before his birth. Write True or False and support your answer. (2)

5. Read lines 12 – 18 ("Ancestors forged ....thorns")

5.1. Name the figure of speech used in the stanza. (1)

5.2. Describe the effect of the extended imagery of nature the poet uses in the stanza to describe Shaka. State two points. (4)

5.3. In your opinion, what is someone like who has a 'sharp' mind? (2)

6. Explain why Shaka's eyes would see from

Zululand. (2)

7. Read lines 19—23 ("His eyes"...brothers")

7.1. Quote the contrast found in the second stanza. (2)

7.2. Describe the effect this contrast has on the description of Shaka. (2)

8. How did Shaka die? Support your answer by quoting ONE word from the second last stanza. (2)

9. In your opinion where do you think Shaka comes from. (1)

10. Read line 19 _ 23. ("His eyes... brothers")

"His eyes where 10.1. that Shone from the dark 10.2. . (2)

TOTAL : [30]

SECTION B : SHORT STORY
QUESTION 2
THE DUBE TRAIN : CAN THEMBA

Read the extract and answer the questions.

EXTRACT 1

Can Themba (1924 – 1969) was born in Pretoria and died in Manzini, Swaziland. His full name was Daniel Canadoise Dorsay Themba. He attended the University of Fort Hare, and taught at Western High in Johannesburg when he qualified. He later worked for Drum magazine as associate editor, and he was editor of the magazine *Africa* in the 1950's. One of his fellow journalists at the time was Ezekiel Mphalele. He went back to teaching for a short while, teaching at the Indian High school in Fordsburg. He later moved to Swaziland where he taught until his death. Most of his works were only published after his death.

3

p

Write True or False.

1. Can Themba died in 1924.
2. He died in Pretoria
3. He attended the University with Ezekiel.
4. He worked for Drum magazine.
5. He was a teacher at Fort Hare.
6. He later moved to Swaziland.
7. He taught at Western High school in Johannesburg.
8. Can was born in Manzini.
9. Most of his works were published after his death.
10. In 1950's, he was editor of the magazine Africa.

(10)

READ EXTRACT 2

I was sitting opposite a hulk of a man; his hugeness was obtrusive to the sight when you saw him, and to the mind when you looked away. His head tilted to one side in a half-drowsy position, with flaring nostrils and trembling lips. He looked like a kind of genie, pretending to sleep but watching your every nefarious intention. His chin was stubbled with crisp, little black barbs. The neck was thick and corded, and the enormous chest was a live barrel that heaved back and forth. The overall he wore was open almost down to the navel, and he seemed to have nothing else underneath. I stared, fascinated, at his large breasts with their winking, dark nipples.

With the rocking of the train as it rolled towards Phefeni Station, he swayed slightly this way and that, and now and then he lazily chanted a township ditty. The titillating bawdiness of the words incited no honour of lechery of significance. The words were words, the tune was just a tune.

Above and around him, the other passengers, looking Monday-bleared, had no enthusiasm about them. They were just like the lights of the carriage – dull, dreary, undramatic. Almost as if they, too, felt that they should not be alight during the day.

Phefeni Station rushed at us, with human faces blurring past. When the train stopped, in stepped a girl. She must have been a mere child. Not just *petite*, but juvenile in structure. Yet her manner was all adult as if she knew all about 'this sorry scheme of things entire' and with a scornful toss relegated it. She had the precocious features of the township girls, pert, arrogant, live. There was that air about her that petrified any grown ups who might think of asking for her seat. She sat next to me. (345)

4

q

opposite; Huge; obstrusive; hulk; hugeness.

11. He says he was sitting opposite a 11.1
of a man; his 11.2. was 11.3. (6

12. The words were 12.1, the tune was
just a 12.2. (2)

13. At which station was the train rolling
to? (2)

14. Where can you catch the Dube train? (2

15. On which day does the narrator feel
rotten and shivering? (2)

16. "When the train stopped, in stepped a girl. Not
just petite, but juvenile." What does the word
'juvenile' mean in your own words. (2)

READ EXTRACT 3

"Hi, rubberneck!" – he clutched at her pear-like breast jutting from sweater – "how long did you think you'd duck me?"

She looked round in panic; at me, at the old lady opposite her, at the hulk of a man opposite me. Then she whimpered, "'Ah, au-boetie, I don't even know you."

The tsotsi snarled, "You don't know me, eh? You don't know me when you're sitting with your student friends. You don't know last night, too, né? You don't know how you fucked me?"

Some woman, reasonably out of reach, murmured, "The children of today ..." in a tinting sort of way.

Mzimhlope, the dirty-white station.

The tsotsi turned round and looked out of the window on to the platform. He recognised some of his friends there and hailed them.

"O, Zigzagza, it's how there?"

"It's jewish!"

"Hela, Tholo, my ma hears me, I want that ten-'n-six!"

"Go get it in hell!"

"Weh, my sister, don't listen to that guy. Tell him Shakespeare nev'r said so!"

The gibberish exchange was all in exuberant superlatives.

The train left the platform in the echoes of its stridency. A washerwoman had just got shoved into it by ungallant males, bundle and all. People in the train made sympathetic noises, but too many passengers had seen too many tragedies to be rattled by this incident. They just remained bleared.

As the train approached New Canada, the confluence of the Orlando and the Dube train lines, I looked over the head of the girl next to me. It must have been a crazy engineer who had designed this crossing. The Orlando train comes from the right. It crosses the Dube train overhead just before we reach New Canada. But when it reaches

r

17. Who said the words: 'Hi rubberneck!' (2)
18. Who was he talking to? (2)
19. The words 'tsotsi' and 'auboetie' are not English words. Write their English forms (2)
20. Which five stations are mentioned in the story? (5)
21. Tell him ____ never said so! (1)
22. The Orlando train comes from the ____ . (1)

23. The tsotsi clutched at the breast of the girl. Yes or No and support your answer. (1)

TOTAL: 40
GRAND TOTAL: 70

6

SECTION A
Question 1.

1.1. He was born with the signs of braveness.
2. He was fatherless and will protect his mother. (4

2.1. gods =
2. blood =
3. clay pots =

3. True. Thongs =

4. True. His cry at birth was like a cry of a
cub of a lion. =

5.1. Simile ✓   (1)
2. 1. Shaka's muscles were like thongs. =
2. Shaka's was tough like a water bark. =
3. Someone who can think very fast and
wide =

6. His eyes were very sharp to see even far. =

7.1. Eyes and lanterns =

7.2. It shows that his eyes where bright
like a lamp. =

8. He wase assassinated/killed. Assassin ✓

9. Zululand ✓

10.1. lanterns ✓   10.2. valleys ✓   (2)

SECTION B
Question 2

1. False
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. True
10. True

(10)

11. 1. hulk =
11. 2. hugeness =
11. 3. obstrusive =
12. 1. Words
12. 2. tune
13. Phefeni Station =
14. Dube Station. =
15. Monday =
16. immature / young person. =
17. The tsotsi =
18. The girl =
19. 1. tsotsi — Street thug
    2. Auboetie — brother
20. 1. Dube Station
    2. Phefeni
    3. Phomolong
    4. Mzimhlope
    5. New Canada
21. Tell him Shakespeare ....
22. Right
23. Yes.

HALF YEARLY EXAM

ENGLISH PAPER 2

MARKS: 70

TIME: 2H00

17 – 06 – 2015

GRADE 10

Question 1

STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

1. Roof was a very popular man in the village. (1)
2. Chief the Honourable Marcus Ibe was the minister of culture in the Out-going government. (1)
3. Marcus Ibe gave Roof five pounds to vote for POP. (1)
4. Roof was a teacher long before he joined politics. (1)
5. Marcus was once in trouble for making a lady teacher pregnant. (1)

(5)

Question 2

MATCH THE ANSWERS IN COLUMN A WITH THE STATEMENTS IN COLUMN B

COLUMN A	COLUMN B
a. Marcus Ibe b. P O P c. Rufus Okeke d. Mbantha e. Maduka	1. Elections campaigner for POP 2. The minister of culture in the out-going government. 3. He prepared the Iyi. 4. The leader of POP. 5. Progressive Organisation Party

Question 3

ANSWER ALL THESE QUESTIONS.

1. What qualities of Rufus Okeke made him popular in his village? (2)
2. Who did roof work for? (2)
3. Which work did Marcus Ibe do before joined politics?(2)
4. Marcus Ibe was the leader of which party? (2)
5. In which ways was Marcus Ibe man of the people? (2)
6. "Go cast your vote for the enemy"
   6.1 Who said these words? (2)
   6.2 To whom was he talking to? (2)
   6.3 who is the enemy they referred to? (2)

7. Who visited Roof from POP? (2)

8. What was the purpose of the visit? (2)

9. What did the visitor give to Roof? (2)

10. What did the visitor do to make certain that Roof votes for POP? (2)

11. What object did the visitor and Roof use to swear? (2)

12. Who is the man who prepared Iyi? (2)

13. Tell how you think the voters could recognize the two boxes in the voting booth? (2)

14. Quote from the story to show us that indeed Roof did not want to forsake Marcus Ibe. (2)

15. What according to this story do people gain as politicians? (6)

16. What did Marcus Ibe do in order to influence people of Umuofia village to vote for PAP? (2)

17. is there any evidence of corruption in this story? Give two examples. (4)

Question 4

CHOOSE ONE ANSWER FROM THOSE GIVEN IN BRACKETS.

1. { Marcus Ibe/Maduka}................................. had drawn five months in salary advance and changed it into shillings which he gave to his campaign boys. (2)
2. {Roof/Marcus} .... Was a leader of PAP? (2)
3. {PAP/POP} .... was represented by a box with a man's head. (2)
4. {PAP/POP} .... was represented by a picture of a car. (2)
5. {Maduka/Mbanta} .... was the leader of POP. (2)

(10)

TOTAL: 70

w

THE SECRET LIFE OF WALTER MITTY

"We're going through!" The Commander's voice was like thin ice breaking. He wore his full-dress uniform, with the heavily braided white cap pulled down **rakishly** over one cold gray eye. "We can't make it, sir. It's spoiling for a hurricane, if you ask me." "I'm not asking you, Lieutenant Berg,' said the Commander. "Throw on the power light! Rev her up to 8,500! We're going through!" The pounding of the cylinders increased: ta-pocketa-pocketa-pocketa-*pocketa-pocketa*. The Commander stared at the ice forming on the pilot window. He walked over and twisted a row of complicated dials. "Switch on No. 8 auxiliary!" he shouted. "Switch on No. 8 auxiliary!" repeated Lieutenant Berg. "Full strength in No. 3 turret!" shouted the Commander. "Full strength in No. 3 turret!" The crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned. "The Old Man'll get us through," they said to one another. "The Old Man ain't afraid of Hell!" ...

> rakishly: dashing; wear with attitude

"Not so fast! You're driving too fast!" said Mrs. Mitty. "What are you driving so fast for?"

"Hmm?" said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. "You were up to fifty-five,' she said. "You know I don't like to go more than forty. You were up to fifty-five." Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. "You're tensed up again," said Mrs. Mitty. "It's one of your days. I wish you'd let Dr. Ranshaw look you over."

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. "Remember to get those overshoes while I'm having my hair done," she said. "I don't need overshoes," said Mitty. She put her mirror back into her bag. "We've been all through that," she said, getting out of the car. "You're not a young man any longer." He raced the engine a little. "Why don't you wear your gloves? Have you lost your gloves?" Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. "Pick it up, brother!" snapped a cop as the light changed, and Mitty hastily pulled on his gloves and **lurched** ahead. He drove around the streets **aimlessly** for a time, and then he drove past the hospital on his way to the parking lot. ... "It's the millionaire banker,

> staggered or
>
> having no
> or direction

5. a. Death is like a slave because he has to come and obey when they take someone's life [2]

b. a king can sentence someone to death [1]

6. Our best men with thee do go/ why swells' thou then? [1]

7. Death itself shall end because everyone will have eternal life and never die [3]

8. There is no correct answer here. Decide and explain your answer [2]

QUESTION 3- LET ME NOT TO THE MARRIAGE OF TRUE MINDS

1. Minds[1]
2. If somebody changes[gets old / fat depressed the other person will still love them[[2]
3. He is feeling passionately or strongly about this [1]
4. Love is like a star that ships used to find their way [4]
5. They are personified as if they are names [1]
6. The end of the world [1]
7. Summarises/ presents/ encapsulates [1]
8. If yes, because it describes passionately the feelings of how love should be. If no ,then because although it is all about what love should be/it is really about love itself and not the other person [3]]
9. The best example is that people used stars to find their way, now ships use modern technology. [2]

GRAND TOTAL = 70