

**MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FURTHER
EDUCATION AND TRAINING BAND IN THE SOUTPANSBERG CIRCUIT CLUSTER**

by

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DECLARATION

I, **NTSHAVHENI JACOBUS RANTSU**, declare that the dissertation titled:

“Moderation of Business Studies Assessment Tasks in the Further Education and Training Band in the Soutpansberg Cluster”

is my own work and has not been previously submitted in any form whatsoever, by me or anyone else, to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

.....
NTSHAVHENI JACOBUS RANTSU

.....
DATE

DEDICATION

This dissertation is dedicated to my wife, Mrs Mashudu Brenda Rantsu, my late mother Mrs Nthambeleni, Makatu Radzilani Ramohada, my father Mosotho Andries Ramohada, and my children Arikonisaho, Dzhavhelolashu, Rorengululwa and Rinamashudu, for their support and encouragement during the course of my study.

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ABSTRACT

The aim of this study was to investigate the moderation of Business Studies assessment tasks in the FET band in the Soutpansberg Circuit Cluster of the Vhembe District. This study adopted the mixed-methods research design. The mixed-methods research design is the type of research which combines elements of qualitative and quantitative research designs for the purpose of breadth and depth of understanding and corroboration. Interviews and questionnaires were used to collect data from the participants. The population of the study comprised of Business Studies Subject Advisors, School Principals and Heads of Departments. Purposive sampling was used to select participants for qualitative data. The qualitative sample comprised of 3 Subject Advisors, 6 School Principals and 6 Heads of Departments. The quantitative sample comprised of 60 teachers of Business studies. Qualitative data was analysed thematically and Quantitative data through the SPSS version 25. The study revealed that the moderation of Business Studies assessment tasks has serious concerns that need to be addressed in many schools in the FET band. It is found out that successful implementation of moderation of business studies assessment tasks can be achieved if all stakeholders are well trained. The study recommended that the Department of Basic Education should manage the moderation of assessment tasks properly. Subject- advisors, School Principals, Heads of Departments and teachers should be capacitated to conduct moderation of assessment tasks effectively because of constant curriculum changes.

Key Concepts: Moderation, Assessment, Business Studies, Quality assurance and School based moderation.

LIST OF ACRONYMS

CAPS	:	Curriculum Assessment Policy Statement
CASS	:	Continuous Assessment
DBE	:	Department of Basic Education
DoE	:	Department of Education
FET	:	Further Education and Training
HKEAA	:	Hong Kong Examination and Assessment Authority
HOD'S	:	Head of departments
IES	:	Independent Enquiry Study
NSC	:	National Senior Certificate
OTJ	:	Overall Teacher Judgment
SAG	:	Subject Assessment Guidelines
SAIC	:	School Assessment Irregularities Committee
SAQA	:	South African Qualification Authority
SMT	:	School Management Teams
STD	:	Secondary Teachers Diploma
UK	:	United Kingdom

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter discusses introduction, background of the study, statement of the problem, aim and objectives of the study, research questions, conceptual framework, definition of concepts, research design and methodology, sampling, measures of quality control, validity and reliability of quantitative data, data analysis, significance of the study, delimitation of the study, ethical consideration, outline of the study and conclusion.

1.2 BACKGROUND OF THE STUDY

Moderation of assessment tasks was introduced in 2001 by the South African Department of Education as the underlying policy of the National Curriculum Statement in the Further Education and Training (FET) band. Moderation is one of the critical aspects which should be taken into consideration, to improve learner performance and assessment tasks in the FET. Moderation is regarded as the process that is used to determine if the assessment tasks are fair, valid and reliable (DoE, 2010:53). Moderation of assessment should be applied at school, District, Provincial and National levels. A comprehensive and suitable moderation should be practiced in Business Studies assessment tasks by Principals, Heads of Departments and Subject Advisors for quality assurance.

According to Ramalepe (2010:4), moderation is part of a school's assessment policy, and each school should have a moderation policy. This responsibility is delegated to Principals, Heads of Departments and Senior Teachers. This concept was brought in as a continuous diagnostic and school-based process that uses different assessment tools to determine learner performance (Kapambwe & Mulenga, 2008:2). Moderation of assessment tasks is still conducted differently in Provinces and Districts. However,

curriculum changes and developments are currently taking place in South African schools.

The researcher is a Subject Advisor of Business Studies in the Further Education Training Band in the Vhembe District of Limpopo Province. Key responsibilities of the post include moderation of Business Studies assessment tasks and monitoring 'written work. The officer also works to ensure that there is quality in the assessment tasks by moderating non-tasks, tests and examinations.

According to the DoE (2014:10), many School Principals, Heads of Departments, Teachers and Subject Advisors fail to develop adequate quality tasks. Furthermore, they demonstrate poor moderation of assessment tasks, which is a serious concern throughout the year. In 2015 more than 699 School-Based Assessment tasks were rejected by the Department of Education in Limpopo province due to poor moderation.

According to Mason (2004:21), when managing instructional programmes, School Principals should advice teachers on aspects such as modes of assessment, validity, reliability and objectivity in the marking of examination papers, administration of internal and external examinations, and the relationship and influence of formative and summative assessment on teaching. The Moderation of Business Studies helps School Principals, Heads of Departments and Subject Advisors, to moderate correctly, to avoid rejection and adjustments of marks down at the end of the year in Grade 12.

Moderation of Business Studies assessment tasks in schools are practiced differently. However, for an individual school practice, traditional methods of quality assurance are still being used in schools (Maile, 2013:8). Despite the importance of moderation in schools, circuits, districts, province and nationally, moderation is still a challenge. On the basis of moderation, the present study investigated the challenges of Moderation of Business Studies assessment tasks in the FET band in the Soutpansberg Cluster in Vhembe District of Limpopo Province in South Africa.

1.3 STATEMENT OF THE PROBLEM

The study investigated challenges of moderating Business Studies assessment tasks at the Further Education and Training Band. Moderation of Business Studies assessment tasks is a concern for Business Studies Subject Advisors and Deputy-Chief Education Specialists. The problem is that moderation is generally carried out inappropriately. This is because most Subject Advisors, School Principals, Heads of Departments and Teachers fail to develop adequate quality tasks. There is a lack of rigorous internal moderation of Business Studies assessment tasks. Despite all these challenges, poor moderation in Business Studies has persisted. It is against this background that the present study identified moderation as the most difficult area where moderation tends to be inappropriate. The Moderation and marking guidelines for Business Studies assessment tasks are not always available when the files of teachers are moderated. The Chief Examiners' annual reports in Business Studies as reported by the National Senior Certificate (NSC) Examinations are good testimonies of these facts (DoE, 2013:29). This led to the present investigation of the challenges of moderation of Business Studies assessment tasks in the FET Band.

1.4 AIM OF THE STUDY

The aim of this study was to investigate challenges of moderation of Business Studies assessment tasks in the FET band.

In order to achieve this aim, the following objectives were developed:

- 1.4.1 To examine the state of Moderation of Business Studies assessment tasks in the FET band.
- 1.4.2 To identify the assessment tasks used in Business Studies.
- 1.4.3 To determine the challenges of moderation of Business Studies assessment tasks in the FET band.
- 1.4.4 To explore strategies that can be used to improve the moderation of Business Studies assessment tasks in the FET Band.

1.5 RESEARCH QUESTIONS

The research question was: What are the challenges of moderation of Business Studies assessment tasks in the FET band?

In order to answer this question, the following subsidiary questions were developed:

- 1.5.1 What is the state of Moderation of Business Studies assessment tasks in the FET band?
- 1.5.2 What are the types of assessment tasks used in Business Studies?
- 1.5.3 What are the challenges of moderation of Business Studies assessment tasks in the FET Band?
- 1.5.4 What strategies can be used to improve the moderation of Business Studies assessment tasks in the FET Band?

1.6 CONCEPTUAL FRAMEWORK

Moderation is the process of verifying results of continuous assessment and the external assessment (DoE, 2002:48). Moderation was conducted to ensure that learning outcomes of a subject have been addressed and conducted in accordance with agreed criteria in the National Curriculum and Assessment Policy Statement. The concepts and other related concepts to moderation are discussed in detail in chapter 2.

1.7 DEFINITION OF CONCEPTS

This section defines the key concepts used in this study in order to ensure common understanding of the concepts that are critical in communicating the intent and context of the research.

1.7.1 Moderation

Moderation is the process of verifying results of School-Based Assessment and the external assessment. In addition, moderation describes the approaches for arriving at a shared understanding of standards and expectations for the broad general education (SAQA, 2010: 3). Moderation is also defined as the process of verifying that the requirements of continuous assessment are met by the teachers at school level (Ramalepe, 2015:580). This process is conducted at schools, districts and provincial level to ensure credibility of assessment tasks and this constitutes the core concept of this study. The district conducts moderation as per provincial mandate and adheres to the provincial time frame. According to Sieborgern and Macintosh (2004:55), at district level, moderation is done to ensure that learning outcomes of specific subjects have been addressed in accordance with related assessment standards. Each province has the responsibility to ensure that moderation is practiced with knowledge and skills in different subjects (Sieborgern & Macintosh, 2004:55). In South Africa, there are 9 provinces and the Moderation is conducted differently in provinces. Moderation is conducted at provincial level by a panel of Subject Advisors, while in other provinces it is conducted by Subject Advisors and teachers. Subject Advisors moderate teachers' and learners' portfolios at district level while School Principals and HOD's moderate these at school level.

In this study, moderation refers to the process to ensure assessment task comply with expected standards of quality to enhance their credibility.

1.7.2 Assessment

Assessment is regarded as a continuous planned process of gathering information about the performance of learners, using various forms of assessment. It involves four steps inclusive of generated and collected evidence of achievement, evaluated evidence, recorded findings and the use of information which assists to improve the performance of a learner in the teaching and learning process. According to DoE (2008:15), assessment

emphasises the learners' individual growth and development as well as group participation in dealing with tasks of analysing, communicating with others and promoting teamwork.

In this study, assessment of tasks refers to the collection or gathering of evidence on the performance of a learner to ascertain academic progress.

1.7.3 Business Studies

Business Studies focuses on the business principles, theory and practice necessary for the development of entrepreneurial initiatives, sustainable enterprises and economic growth. Business Studies deals with the knowledge, skills, attitudes and values that are critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors (DoE, 2012:8). At the GET and lower levels, learners study Economic Management Science (EMS) to get commercial knowledge while at the FET level they combine Accounting, Business Studies and Economics as part of their choice subjects (DoE, 2000: 13).

In this study, Business Studies is a subject that enables the acquisition of business principles as well as requisite knowledge for entrepreneurial advancement and economic growth.

1.7.4 Quality Assurance

According to Harvey (2007:5), quality assurance is the collection of policies, procedures, systems and practice internal or external to the organisation designed to achieve, maintain and enhance quality. It is a process aimed at establishing and maintaining structures and procedures that result in quality standards, products and processes. In education, quality assurance is the day to day work in schools where teachers use a wide range of activities to ensure that high standards are maintained (DoE, 2015:45). It includes monitoring, self-evaluation and planning for improvement.

In this study, quality assurance relates to processes to raise the standards, expectations and levels of consistency among teachers and across the schools.

1.7.5 School-Based Moderation

School-based moderation is conducted by Principals, HODs and Senior Teachers at school level. School moderation is the monitoring and evaluation of learner's evidence of assessment tasks by Principals and HODs. This implies that Principals and HODs are responsible for the implementation policies related to moderation of assessment tasks. According to the DoE (2012: 56), school-based moderation is a set of processes designed to ensure that results recorded match the requirements of the curriculum. The aim of moderation is to ensure comparability in Business Studies. This implies that Principals and Heads of Departments in schools ensure the same standards are maintained through implementing assessment programmes on common syllabuses, and these are awarded the same level of achievement. According to Nemadzivhanani (2007:65), moderation is a "process of ensuring that teachers are assessing work according to agreed standards and that there is consistency from year-to-year and within districts, provinces and national".

In this study, school-based moderation of assessment tasks is the process where assessment tasks are evaluated before being administered and after they have been written by learners. This means that Subject Advisors, School Principals and Heads of Departments are responsible for ensuring that the moderation of assessment tasks is conducted properly.

1.8 RESEARCH DESIGN AND METHODOLOGY

This section gives an exposition of the research design and subsequent methods of data collection.

1.8.1 Research Design

The mixed-methods research design is the type of research in which the researcher combines elements of qualitative and quantitative research designs for the purposes of breadth and depth of understanding and corroboration (Cresswell, 2010:123). This study adopted the mixed-methods research design. This design is appropriate as it takes advantage of the strengths of the two designs while at the same time exhibiting non-overlapping weaknesses in research. The qualitative and quantitative designs are discussed here under:

1.8.1.1 Qualitative Design

Qualitative design is a means of exploring and understanding the meaning of individual or groups ascribed to a social or human problem (Cresswell, 2010:118). This design was used because it offers the participants an opportunity to give their viewpoints and full explanations of the phenomenon under study. Furthermore, the qualitative design allowed for the use of interview schedule to collect data. An Interview schedule is the guide that an interviewer uses when conducting an interview (McMillan & Schumacher, 2010:115).

1.8.1.2 Quantitative Design

The quantitative design is a means of testing objective theories by examining the relationship amongst variables. According to Golafshani (2003:597), quantitative research presents statistical results with numbers. The researcher involves choosing a subject and data collection techniques, particularly questionnaires and procedures for analysing data. This was used also because it is constant and stable. According to Cresswell (2009:82), quantitative design is based more directly on its original plans and its results are more readily analysed and interpreted. The quantitative design allowed for the collection of data through questionnaires. Quantitative data was collected through the questionnaires schedule to establish the views of teachers on moderation of assessment tasks in Business Studies.

1.8.2 Research Methodology

Research methodology refers to the different techniques, methods and procedures which are used in the process of conducting an investigation (Cresswell, 2009:18). Qualitative and quantitative methods were used to collect data.

1.8.2.1 Qualitative method

Interview schedules were used to collect data. According to McMillan & Schumacher (2010:112), an interview schedule is the guide which an interviewer uses when conducting an interview. The researcher carried out an interview with participants based on the moderation of Business Studies assessment tasks, taking into account the research questions. A Face-to-face interview was used to collect data from the participants. The behaviour of the participants can be observed by engaging in their activities (Cresswell, 2009:16). The responses were recorded and analysed. Subject Advisors, School Principals and Heads of Departments were interviewed.

1.8.2.2 Quantitative method

Questionnaires were used to collect quantitative data from participants. A questionnaire is a set of carefully designed questions given in exactly the same form to a group of participants in order to collect data about some topic in which the researcher is interested (Jupp, 2006:252). A Closed-ended questionnaire was used to collect data from the teachers. The researcher used questionnaires to collect data from Teachers. According to Leedy and Omrod (2010:166), a questionnaire is a data-gathering instrument in which a participant answers questions in writing. The advantage of using questionnaires is that facts and opinions about moderation of assessment tasks were obtained from a large sample of teachers within a short space of time.

1.9 SAMPLING

It is about the choice of the population and the determination of the sampling procedures and the samples.

1.9.1 Population

According to Gay and Arrasian (2003:102), a population is the group of interest from which the results of the study are generalized. The population of the study was all Subject Advisors, School Principals, Heads of Departments and Business Studies teachers.

1.9.2 Sampling Procedures

Samplings procedures involve techniques that researchers use to select participants from the wider population (Jupp, 2006:271). In this study, both qualitative and quantitative sampling procedures were used. The qualitative sample was selected purposively and quantitative sample was selected through simple random sampling technique.

1.9.3 Sample

A sample is a collection of a small number of participants from a large population (Neuman, 2006:219). Two types of samples were generated for this study. A qualitative and quantitative sample was constituted. A Qualitative sample consisted of 3 Business Studies Subject Advisors, 6 School Principals and 6 Heads of Departments who participated in the interviews. Quantitative data was collected from 60 teachers who completed the questionnaires. Subject Advisors, School Principals and HODs were interviewed because they conduct moderation of assessment tasks before and after learners sit for tests and examinations. Teachers were sampled because they teach and assess learners.

1.10 MEASURES OF QUALITY CONTROL

This section focuses on the trustworthiness of qualitative data and validity and reliability of the quantitative data.

1.10.1 Trustworthiness of Qualitative Research Study

Trustworthiness is defined as the believability of the researcher's findings, i.e. all that the researcher has done in designing, carrying out and reporting the research to make the results credible (Morrow, 2005: 251). Trustworthiness of qualitative data is discussed in terms of four criteria, comprised of transferability, credibility, confirmability and dependability.

1.10.1.1 Transferability

According to Shenton (2004:69), transferability refers to the extent to which the findings of one study can be applied to other situations. In this study, the researcher gave a detailed description of the methodology including the nature of organisations and their locations, proper selection of the participants and the process of data collection. The researcher ensured that the research is used by other researchers provided proper acknowledgement is made.

1.10.1.2 Credibility

Credibility is the extent to which the collected data can be controlled in an objective and reliable manner (Creswell, 2009:90). The researcher interviewed some of the participants and others completed the questionnaires. This was done to avoid inaccurate and misleading conclusions. In this study, the interviews and questionnaires were conducted with a number of participants to enhance the believability of the findings.

1.10.1.3 Confirmability

Confirmability means achieving the same results even when a different researcher conducts the research (Creswell, 2009:91). The researcher properly selected the participants that could provide rich information for the study such as the Subject Advisors and Principals. This enables the research results to be confirmable.

1.10.1.4 Dependability

Dependability refers to extent to which the study can be repeated in the same context, using the same methods and participants in order to gain similar results (Shenton, 2004:71). The researcher used face-to-face interviews and the participants were given enough time to answer questions based on the research objectives.

1.11 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

This section gives attention to validity and reliability aspects of the quantitative research instruments. To ensure validity and reliability, the researcher gave the questionnaires to similar participants who were not part of the study for pilot testing.

1.11.1 Validity

Validity is a judgment of the appropriateness of a measure for specific inferences, decisions, and consequences and uses that result from the scores that are generated (McMillan & Schumacher, 2006:134). The measures were taken to enhance consistency of application. A valid instrument measures what it is supposed to measure. In this particular study, validity was ensured through piloting the instruments on the challenges are faced in the moderation of Business Studies assessment tasks.

1.11.2 Reliability

Reliability refers to the consistency of measurement or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection (McMillan & Schumacher, 2006:130). In addition, the researcher attempted to provide as much information as possible about the research design and research methods. Triangulation was used to assess reliability of qualitative analysis. The questionnaire was evaluated for reliability during the pre-testing stage.

1.12 DATA ANALYSIS

Analysis of data is a continuous and on-going process of breaking down the collected data in order to increase understanding. It involves the operations of organising, analyzing and interpreting of data (McMillan & Schumacher, 2010:408). Data analysis is the process of reducing accumulated data to a manageable science, developing summaries, looking at patterns and performing statistical analyses. Two types of data were analysed; namely, qualitative and quantitative data which are discussed hereunder:

1.12.1 Qualitative Data Analysis

Thematic analysis was used to analyse qualitative data. According to Braun and Clarke (2006:79), thematic analysis refers to the method for identifying, analysing and reporting patterns (themes) within data. The researcher transcribed data and analysed it according to themes. The researcher used thematic analysis because it is theoretically flexible, capable and easier to identify factors and variables that influence any issue generated by the participants.

1.12.2 Quantitative Data Analysis

Quantitative data was analysed through the Statistical Package for Social Sciences (SPSS) Version 25. The researcher coded the collected data and analysed it in tables and graphs. The SPSS version 25 was used because it was quick, easier to administer and produces high quality data.

1.13 SIGNIFICANCE OF THE STUDY

The study would be helpful for School Principals, HODs and teachers to understand the nature and ways of conducting moderation of Business Studies assessment tasks. Teachers would benefit as they may be able to set quality assessment tasks that are moderated by HODs. The Department of Education would provide relevant information to

assist School Principals and HODs on how they can improve the conduct of moderation of Business Studies assessment tasks.

1.14 DELIMITATION OF THE STUDY

This study was conducted in the secondary schools in Nzhelele West, Nzhelele East, Soutpansberg North, Soutpansberg East and Soutpansberg West circuits which constitute the Soutpansberg Cluster of the Vhembe District of the Limpopo Province.

1.15 ETHICAL CONSIDERATION

Permission to conduct the study was sought from the University of Venda Ethical Research Committee, Vhembe District office, circuit managers and school principals. The researcher delivered the forms to the targeted participants after obtaining permission from the principals. Thereafter, the purpose of the study was explained to the participants. The researcher distributed and collected questionnaires directly from the teachers. The anonymity of participants was maintained. All the participants were treated with respect. Each participant signed a consent form which explained the purpose of the study and the rights of the participants. These rights include withdrawal from the research should they wish to do so. Participants were not compelled to give an explanation for their actions.

1.16 OUTLINE OF THE STUDY

The breakdown of chapters is as follows:

Chapter one discusses the background of the study, statement of the problem, aim and objectives of the study, research questions, definition of concepts, research design and methodology, significance of the study, ethical consideration, data analysis, measures quality control, sampling, delimitation of the study and the outline of the study.

Chapter two outlines the literature review on theoretical framework, state of moderation, challenges on moderation of Business Studies assessment tasks and the strategies that

can be used to improve moderation of Business Studies assessment tasks at the FET band.

Chapter three dealt with the research and design methodology the research used in the collection and analysis of data.

Chapter four focuses on data presentation and analysis. The collected data were analysed and interpreted.

Chapter five gives a summary, limitations, conclusion, recommendations and suggestions for further study.

1.17 CONCLUSION

In this chapter, the researcher discussed the background to the study, statement of the problem, aim and objectives of the study, research questions, conceptual framework, definition of concepts, research design and methodology, sampling, measures of quality control, validity and reliability of research instruments, data analysis, significance of the study, delimitation of the study, ethical consideration and an outline of the chapters. Literature review on moderation of Business Studies assessment tasks in the FET band is discussed in Chapter 2.

CHAPTER 2

LITERATURE REVIEW: MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FURTHER EDUCATION AND TRAINING BAND

2.1 INTRODUCTION

This chapter presented a review of literature based on the moderation of Business Studies assessment tasks in the FET band. In order to put moderation of assessment tasks in its appropriate perspective, the researcher considered the views of different authors and scholars about the moderation of assessment tasks. The review included a conceptual framework and theoretical framework, state of moderation, Business Studies assessment tasks, types of assessment tasks, challenges in the moderation of Business Studies assessment tasks and strategies that can be used to improve the moderation of Business Studies in the FET band.

2.2 CONCEPTUAL FRAMEWORK

This section discusses the state as well as challenges in the moderation of Business Studies assessment tasks in the FET band.

2.2.1 Conceptualising Moderation

According to Maxwell (2002:20), moderation is concerned with the consistency, comparability and equity of professional judgments about the performance levels demonstrated by learners. On the other hand, moderators collect evidence from the scripts of learners after marking their assessment tasks.

The aim of moderation is to make sure that learners are assessed properly in order to improve performance. Moderation is implemented to compare the types of marking conducted by teachers and the moderator and to give meaningful feedback. Moderation

shows teachers and learners the quality of performance on the tasks and to compare the outcomes among participants (Maxwell, 2002: 58). There are different stages at which assessment tasks can be moderated. Moderation is conducted at District and Provincial levels. There are several stages of moderation in assessment tasks:

2.3 PRINCIPLES OF MODERATION IN BUSINESS STUDIES

Explain the purpose of principles

The following are three principles that are relevant for moderation: consistency, comparability and equity.

2.3.1 Consistency

Consistency appears to be a broader term than comparability, although comparability is the issue of major concern for the FET band. Consistency involves constancy of judgment by the individual teacher with respect to the same evidence at different times. If the same evidence was looked at again, the same judgment would be made. Consistency also involves equivalent application of standards across different types of evidence and different opportunities for assessment (DoE, 2003: 58). This applies to the same student and to different learners.

Teachers are mandated to interpret and apply standards in equivalent ways, so that they are able to confirm each other's judgments about the standards demonstrated by their learners. When certification is involved, all of these types of consistency are important, although the public focus is usually on between-school consistency (DoE, 2013: 45). Within-school consistency, including teacher consistency, is often assumed to be unproblematic or the responsibility of the school rather than the certification authority. Even so, it is impossible to have between-school comparability without within-school (and within-teacher) consistency, so the latter is a necessary foundation of moderation for accountability (Maxwell, 2002:22).

2.3.2 Comparability

Comparability has been a term accepted in the FET band moderation for a similar concept. Here, the starting point has been the need to ensure that each learner's level of achievement in a subject is recorded in the FET band. Comparability is referred to a common performance standard that indicates the same performance to that of other learners awarded the same result (Maxwell, 2002:16; Havey, 2007:20). This is a within-subject comparison against the performance standards for the subject.

An important feature of this representation of comparability is that the focus is on the assessable performance, not on the assessment task. Thus, it is not necessary to have a common assessment task in order to establish comparability. Learners can be assessed in different Business Studies assessment tasks or tests but demonstrate a common standard of performance. Furthermore, performance can differ in its surface features but reveal equivalent levels of knowledge, understanding and skills. In this regard, this does not require identical aspects of knowledge, understanding and skills but equivalence of standard in terms of the characteristics of the knowledge, understanding and skills expected for that level of achievement (Smout & Stephenson, 2002:18).

In fact, in countries like Australia, Senior Certificate moderation of assessment tasks differs across schools. Each school implements a subject syllabus differently within the general framework constraints of the syllabus and according to their approved teaching plan (work programme). Therefore, the contents of student portfolios differ. Yet, review panels have no conceptual difficulty in focusing on the underlying characteristics of the learners' work and its relationship with the defined performance standards. This can be passed at all levels in the assessment process. Just as learners in different schools do not need to undertake the same tasks for comparability of performance standards to be established, so too learners within the same school do not need to undertake common tasks or tests for comparability of performance standards to be established (Damian, 2004:87). Although not yet common, learners could pursue individually different learning programmes and assessment programmes and still be judged against common

performance standards. As in the between-school situation, comparability is achieved by comparison with the performance standards, not by using common assessment tasks (Assessment Reform Group, 2003:4).

2.3.3 Equity

Equity in this context can be defined as the opportunity for every learner to demonstrate their current capability. Opportunity can be distinctive. In a standards-referenced system, assessment judgments primarily involve comparison of the learners' performance relative to the standards and only secondarily relative to other learners. As any standard can be further elaboration of teacher consistency in assessment, judgments can be found in the Queensland School Curriculum Council (Graham & Maxwell, 2002:8).

South Africa, like any other countries such as Australia and the United Kingdom (UK), moderation procedures in the Senior Certificate are implemented to ensure consistency, comparability and equity for those parts of the certificate where the closest inspection will occur and most serious decisions will be made concerning learners' achievement. That is, where the consistency and comparability matter most. On the other hand, moderation of assessment tasks is performed at different levels. Secondary schools are implementing the same process as senior moderation (Maxwell, 2002:6).

Even in South Africa, the moderation at Senior Certificate stands on its own and its credibility must continue to be supported by a definite system of moderation, such as the one currently in existence. This system might benefit from reviews in terms of its details. However, the need for such a system and its adequate resourcing is undisputable. In fact, if it were decided that additional components should contribute more directly to high-stakes selection decisions, then additional resources would be needed to ensure their integrity through moderation. Currently, there are no other assessments across the education systems which have the same level of importance as those for the FET band. A similar situation would exist if the focus was on system monitoring rather than individual

reporting. This might provide a firmer justification for investing resources in moderation at these levels (Pellegrino, Chudowsky & Glaser, and 2001:11).

2.4 THE STATE OF MODERATION

This section discusses the state of moderation in developed and developing countries.

2.4.1 State of Moderation in Developed Countries

The state of moderation in Australia, New Zealand and Hong Kong is likely to be the same. Australia uses two procedures to moderate teacher judgement for different groups of subjects. In Non-statistical moderation, the student materials that are marked by teachers are inspected by moderators. Statistical moderation concerns the school assessment marks which are given by teachers. These are compared with the public examination (Australia Curriculum Assessment and Reporting Authority, 2013:44). Assessment and reporting issues become much more critical and constitute the subject of many reviews. However, the second common theme of Australian assessment and education, and perhaps the most significant, is that high-stakes assessment and reporting at the end of secondary schooling in all states and territories in Australia incorporate school-based assessment (internal assessment) typically in addition to centralised assessments or external examinations (ACARA, 2013:46).

Final assessment tasks are wholly based on school assessments that are peer-moderated. A recent post compulsory review for the Western Australian government endorsed school-based assessment and moderation procedures and the refinement of moderation procedures, to move from partial statistical moderation to full peer moderation over time in the Curriculum Government of Western Australia (Varghese, 2002:3).

Maxwell (2010:21), categories the following components which currently constitute the overall process of moderation (before, during and after the course):

- Before: approval of school plans for implementing the subject syllabus

- During: review of each school's assessments through monitoring, verification and confirmation.
- After: random sampling in the form of post-hoc evaluation of effectiveness of the moderation process.

Monitoring advises schools on the appropriateness of their assessment processes and standards at the end of Year 11. This is halfway through the course. Verification advises schools towards the end of Year 12 on the appropriateness of their judgments of standards of performance of their learners against the exit standards. Confirmation is the final process of validation of the results to appear on the Senior Certificate (Curriculum of Government of Western Australia, 2002: 113).

In this regard, the review panels are the central points of reference. A sample of student folios is sent from each school in each subject to a subject review panel. Each portfolio includes the relevant pieces of learners' work or other records of their performances as well as the school's judgments of the standards reached by the learners (Maxwell, 2002:19). Teachers' judgments concerning how close each student is to the grade boundaries are also provided. Each sample covers the demonstrated range of achievement levels. Members of each review panel meet and review the sampled portfolios, considering whether they agree with the teacher judgments of standards demonstrated by each student. In this process, they look in the portfolio for the evidence on which the teacher judgment has been based. Panel members seek agreement within the panel before offering advice to the school. The manner in which moderation is carried out in developed countries is the same as how it is conducted in other countries (Hipkins & Robertson, 2011:3).

For both within-school and between-school moderation, the focus is on consistency, comparability and equity of judgments within a particular subject. The reference point for this process is the statement of exit standards for levels of achievement in the relevant syllabus (Maxwell, 2002:20). That is, the moderation process focuses on whether the

performance of the individual student is appropriately characterized by the level of achievement awarded.

Individual schools issue their own reports, typically in each semester, on their learners' progress. Currently, there is no standard form that these reports might take. It would seem there are no basis, and no demand for common reporting across schools, and therefore no basis on which such reports might be moderated. Nevertheless, it is important for the school to issue reports that are consistent within the school context. This means that schools ought to have an internal moderation process. This in turn, requires coherent school assessment policies and procedures (Gruessendorff, Booyse & Brroughs, 2010:67).

Moderation within a school needs to link both accountability and improvement. The accountability may be limited to the school context. In some cases, there would be benefit in extending these moderation processes to include other schools, for example, in a district. It should be noted that external moderation depends on within-school moderation occurring first. Unless there is coherence and consistency within a school, it is impossible to achieve coherence and consistency between that school and other schools (Maxwell, 2004:116).

According to Singh (2004:114), even in developed countries the principles of fairness, validity and the reliability of the marks obtained through OBA, are not fully met. As a result, the validity and reliability of tests and examination results become questionable. In terms of fairness, it is suggested that all learners should be treated in an equitable and unbiased manner irrespective of their socio-economic background, race, language or gender. Where schools are not on an equal footing in terms of the facilities and resources available to conduct teaching and learning, it becomes clear that their results cannot be compared to learners in those schools where the provisioning is adequate. However, in South Africa the results of schools offering Grade 12 are compared to each other. Although the provisioning of resources is an essential requirement, these have not been adequately provided for in all schools.

Ensuring the validity of assessment is also problematic in certain developed countries such as Australia, Canada and Hong Kong. The literature shows that some of the main reasons for lack of validity encompass teachers that are unable to identify which assessment methods to use (Leepile, 2009:34). The choice of an assessment method must be linked to the outcome/s to be achieved. Another finding is that the assessment criteria are not always sound in terms of the outcome being assessed. This invariably results in invalid assessments. The challenge is for teachers to be able to make valid decisions about the way in which learners understand concepts as to reflect their true abilities.

The moderation of assessment tasks which is implemented in Australia is also practiced by similar countries. New Zealand and Hong Kong are also faced with challenges in ensuring that moderation of assessment tasks is implemented. In New Zealand, schools and teachers face the challenge of using all the available information to make an Overall Teacher Judgment (OTJ) of individual learner's performance in relation to the guiding standards. In essence, the introduction of the standards requires FET teachers and schools to investigate the meaning of the work that learners generate. While teachers have always made such judgments informally, moderation as an organised process requires the making of collaborative decisions to reach consensus and hence has become an important professional responsibility for all New Zealand's secondary school teachers (Hipkins & Robertson, 2011:5).

New Zealand faced the same challenges as Australia in the implementation of moderation of assessment tasks. However, all teachers and learners are given the opportunity to participate in the moderation process at school level. The ability to use evidence to challenge viewpoints is encouraged and valued. Teachers share their expectations and interpretations in order to clarify their understanding of what learners have achieved. It is expected that examiners, through the use of moderation methods as practiced in developed countries such as Australia, New Zealand and Hong Kong, achieve quality assessment. In addition, the examining body should check whether examiners are aware

of moderation procedures and that they adhere to them during marking (Price, Pierson & Light, 2011:78).

Leepile (2009:133) reveals that quality control procedures are in place, but it is difficult to check if examiners fully adhere to them because there is inadequate monitoring from the examining body. Furthermore, the findings show that the examiners contend that there is inadequate accountability by the moderators. Their expectations are that on submission of the marks, the examining body should thoroughly check if assessments have been marked as expected. For instance, it has to be ascertained that the outcomes of moderation of an assessment task have been acted upon. This means that the process of moderation can build teachers' content knowledge through these professional exchanges.

In Hong Kong, many teachers do not have the skills and experience to instruct and assess generic skills. It seems that there is a perceived conflict with traditional curriculum and instructional methods. The use of assessment tools in moderating, such as rubric and portfolio, is not shared. Well-recognized assessment procedures and tools are currently inadequate. Thus, more teacher development programmes are needed to make teachers better prepared for the new challenge (Yu, 2009:92).

Arter and McTighe (2001:27) point out that teacher at times are nervous about grading certain types of learners' work. They are even more anxious when they need to ensure that the learners are life-long learners. Teachers in Hong Kong face similar problems as in New Zealand in terms of moderation. In order to make reliable decisions on learners' competency in generic skills, standards, criteria and indicators are needed. Proper rubric is also needed to guide the judgment on the evidence of learner achievement.

The use of rubric in assessment can save time and provides timely and meaningful feedback for learners. It also encourages critical thinking and maintains equity and fairness (Stevens & Levi, 2005:34). Furthermore, rubrics provide valid and reliable assessment of learners' learning on complex and hard-to-assess student outcomes.

According to the Hong Kong Examination and Assessment Authority (2010:3), moderation of assessment tasks is carried out by schools as part of the teaching and learning process. The learners' assessment tasks are assessed by their subject teachers and awarded marks counting towards the results of public examinations. The aims of moderating assessment tasks include enhancing self-initiated research and leveraging ability and to improving various generic skills (Berry & Adamson, 2012:3).

HKEAA (2010: 3) indicates that one of the disadvantages of public examinations in Hong Kong in moderating assessment tasks is that, it uses a limited sample of learners' performance. Examination is summative in nature and also not very effective in assessing some of the generic skills. In contrast, SBA is more holistic and provides a more comprehensive appraisal of learners' performance. Furthermore, Learners' results are not determined by one single examination. Teachers can also give feedback to enhance learners' understanding of their weaknesses and strengths (Berry & Adamson, 2012:4). In addition, learners are encouraged to learn independently. This ongoing assessment process can be used to recognize needs, provide assistance with skills, clarify directions, motivate, and guide instruction (Chapman & King, 2005:32). Teacher assessment which diagnoses learners' difficulties and provides constructive feedback leads to significant learning gains. Thus, SBA can be used to complement public examinations. Teachers can be able to track learners' continuous progress through working on SBA project or Independent Enquiry Study (IES) over the three year period.

Moderating SBA coursework scores with the appropriate alignment with assessment criteria and learning objectives, a set of rubrics and guidelines can be produced for teachers to follow and to give similar conclusions regarding the work of a learner. A number of abilities of learners which are not easy to assess through examinations can now be evaluated through SBA. Therefore, the validity of assessments is improved as the assessment is measuring what it sets out to measure (Weeden, Winter & Broadfoot, 2002:25). Still, teachers, learners and parents are concerned about the fairness of marking. This is because teachers are best placed to judge their learners' performance. They can reliably assess the performance of all learners within the school in a given

subject. However, when teachers make these judgments, they are often not necessarily aware of the standards of performance across all other schools (HKEAA, 2007:15).

Despite training in carrying out SBA, and even given that teachers will assess learners on the same task and using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. They may also tend to use a narrower or wider range of marks. To address that, a moderation process has to be carried out by the HKEAA to ensure the fairness of SBA. In fact, Australia and New Zealand have been using similar moderation methods for years. According to the New Zealand Qualification Authority (2011:16), the main function of moderation activities is to ensure that different applications of standards remain within acceptable limits.

The Board of Studies in Victoria, Australia maintains that Moderation is the process of ensuring that the same assessment standards are applied to learners from every school doing a particular study. In Hong Kong, the HKEAA adopted assessment methods to moderate SBA scores for Liberal Studies and other subjects with SBA components which were examined for the first time in 2012. According to the HKEAA (2010:4), the main reason for having moderation is to ensure that SBA results are comparable and fair for all learners from different schools. The commonly used moderation methods include statistical moderation, consensus moderation and expert moderation. Each method has its advantages.

In Australia, consensus moderation is used to moderate learners' coursework. Involvement in consensus moderation process adds significantly to teachers' skills for assessing student learning, enhances teachers' ability to evaluate and improves their teaching. It also enhances the quality of learning of learners, affects positively participants' teaching in non-project classes and supports rather than intimidates beginning teachers (Yu, 2009:93). According to Gibb (2013:4), consensus moderation increases the experience of teachers, allowing them to have more time to become knowledgeable and skilled in using this process. In Hong Kong, Australia and New

Zealand they implemented the following moderation; expert, consensus and statistical moderation will be discussed in subsequent paragraph.

(a) Expert moderation

This moderation method is non-statistical or may be referred to as social moderation. One of the drawbacks is that consistency may still be at risk, even though many moderation meetings may be conducted. Furthermore, different groups might reach different conclusions, especially when the unit of standards lack specificity or moderation participants lack experience and possess dominant personalities (New Zealand Qualification Authority, 2011:16). Although there are ways to address potential problems, a great deal of human effort and time will have to be spent. For example, representatives from each local group meet in panels, organised on a national basis. Therefore, the resultant feedback can be used to improve consistency.

(b) Consensus Moderation

In consensus moderation, groups of teachers conduct moderation meetings occasionally. The teachers select samples of learners' work from the same activity and bring these to the meetings (Hipkins & Robertson, 2011:10). The moderation participants then score all the samples of learners' work, share their scores with the group, and then discuss variations in scoring to reach consensus. Teachers also use this to discuss instructional implications as well as to reflect on their own practice. The procedures of expert moderation are similar to consensus moderation, except that this process participants are experts in particular fields.

(c) Statistical moderation

The statistical moderation was first introduced in Australia, and then later implemented in New Zealand in the moderation process. In Hong Kong, the HKEAA adopted the statistical moderation method. Statistical moderation is a fair and impartial way of ensuring consistency of standards across schools, while maintaining the learners' rank order given by the school (HKEAA, 2007:12). This method is particularly appropriate in situations where there is another measure available that can be used to moderate

assessment in schools. Assuming that the public examination result is a valid measure of overall level of performance of learners, statistical moderation uses learners' examination results to determine if any adjustment in SBA scores is needed. This method is fast, objective and less costly. However, the pre-requisite in the assumption mentioned above is that it must be valid.

According to Yu (2009:95), teachers in one school may be harsher or more lenient than teachers in other schools. The spread of learners' scores given by teachers may be different too. Statistical moderation tries to solve the two problems by adjusting the average and the spread of SBA scores of learners in a given school so that they are aligned with the exam scores of the same group of learners.

Therefore, the mean of SBA scores may be adjusted upwards or downwards and the deviation of scores may be stretched or compressed. The SBA scores are compared across various schools, while the rank ordering of SBA scores within a school remains unchanged. In the statistical moderation method, the following steps used involve identifying the moderation group, converting the raw scores to a scale of 100 point, calculating the moderation variable and deriving the moderation formula by statistical methods (Yu, 2009:96).

2.4.2 State of Moderation in Developing Countries

In Botswana, moderation is regarded as crucial as it ensures that the examiners have a common understanding of the assessment in which they are involved. Moderation is one way of providing a strong assessment for a public examination (SAQA, 2001:32). Moderation includes examiner training, giving feedback to the examiners and standardisation. The study by Leepile (2009:28) reveals that it is compulsory for all examiners. to attend the standardisation meeting which entails attending the practical sessions, going over paper work and, eventually, the moderation meetings where inconsistencies in marking are identified and rectified.

Variations of marks between teachers and moderators are of significant concern to both the examiners and the examining body in Botswana. Evidence also shows that the examining body does attempt to address this by putting in place several mechanisms to minimize variations with the aim of obtaining a valid assessment (Reyneke et al., 2010:4). To assist in ensuring that the assessment is valid and reliable, the conceptual framework used in this study stresses the need for quality control procedures because several examiners are involved (Clayton et al., 2003).

The visits by expert moderators are not particularly significant as they are not regular and consistent. Monitoring the moderators' performance is critical as this may reveal discrepancies. In cases where they are found not to adhere to set standards, they are assisted in aligning to standards (Leepile, 2009:34; Reyneke, et al., 2010:6). The results show that adherence to expectations seems to only concentrate on the moderators. This suggests that, generally, Botswana does not have a systematic way of ensuring adherence to specifications, especially while the examiners are in the field.

In Tanzania, moderation of assessment practices of secondary school teachers is used. Ndalichako (2011:9) shows that the commonly used forms of assessment are class exercises, homework, tests and quizzes. The findings show that teachers are not doing well in terms of communicating with the learners the criteria to be used to assess the work of their learners. Yet, knowing the criteria for assessment is considered an essential requirement for effective assessment. Thus, schools ought to strengthen the support offered to teachers in conducting assessments, particularly in supporting the process of assessment, rather than inspecting only the product of assessment. Furthermore, issues of moderation of assessment tasks and setting minimum assessment tasks are essential if assessments offered by various teachers are to be comparable across subjects within a school (Ndalichako 2011:9). Therefore, there is a need for the Tanzanian government to consider rationalisation of teachers and addressing the scarcity of teachers, so that the number of students they are entrusted to handle is manageable for them to teach and assess effectively (Marcell 2008:24). There is also a need to offer regular in-service

training for teachers to enhance their skills and competences in conducting assessments that facilitate teaching and learning.

According to Ndalichako (2011:5), a proper choice of assessment and moderation methods allow teachers to diagnose the problems faced by learners in attaining desirable learning outcomes and in devising appropriate remedial measures to redress the situation. In a nutshell, classroom assessment can be viewed as a totality of all the processes and procedures used to gather useful information about the progress in teaching and learning which facilitates the pace and strategies of teaching.

Frequency of assessment is also considered important in facilitating the retention of material learnt. Shirvani (2009:18) observes that the frequency of assessment has a mediating effect on student engagement in learning. Research by Marcell (2008:26) has shown that when the frequency of testing is increased, there is an increased student involvement in responding to questions and in discussing the subject matter. Other scholars maintain that frequent testing helps students to monitor their learning and reinforces their engagement with the course as a result of immediate feedback provided (Leeming, 2002:22). It has also been established that frequent testing has a positive impact on future retention of material learnt (Roediger & Karpicke, 2006:31). Since retention of material is one of the most important components of learning, it can be inferred that frequent testing contributes to mastery learning (Wolf, 2007:28).

In order to gather information about teaching and learning, teachers use a variety of assessment instruments such as written tests, performance assessment, observation and portfolio assessment (Airasian, 2001:22; Popham, 2008:18). Ndalichako (2004:33) observes that most secondary school teachers in Tanzania prefer to use tests and examinations to evaluate students' learning. However, the use of multiple methods of assessment is recommended due to its potential to yield valuable information regarding students' strengths and weaknesses in their learning (Gonzales & Fuggan, 2012:12). There are various methods that can be used to assess students' learning such as

portfolios, projects and performance assessments. Such methods offer rich information about teaching and learning.

In South Africa, moderation is regarded as how the standardisation of assessment tasks can be carried out. In this section, moderation of assessment tasks in the FET band was a serious concern because these were challenges that were faced by Principals, Head of Departments and Subject Advisors during moderation. This also involves the strategies that can be used to improve the moderation of Business Studies. There are different stages in which assessment tasks can be moderated. Some of the stages in moderating assessment tasks in Business Studies in the FET Band are School-based moderation, Cluster, District and Provincial moderation (DoE, 2013:4). School Principals and HODs are also given a chance to review their assessment cycles to incorporate regular moderation, to provide regular opportunities for teachers to share their interpretations and understandings of the criteria, to actively support the moderation process, ensure their assessment practices and moderation processes are recorded in sufficient detail, to develop consistent and cohesive policies and procedures for moderation, and ensure sustainability of practice. The implication is that the School Principals and Heads of Departments play a major role in the moderation of assessment tasks. The following stages of moderation for Business Studies assessment tasks are discussed under:

(a) School-Based Moderation of Business Studies assessment tasks in the FET band

Moderation has procedures and practices to be followed when assessment tasks are set. The aim of moderation is to ensure comparability in Business Studies. Moderators are responsible, accountable and transparent by ensuring that findings and recommendations are given to teachers and learners (Ingvarson & Beavis, 2004:16).

The tasks that are moderated at school include assignments, projects, presentations, tests and examinations. According to Russell (2009:237), moderation of assessment tasks is fair and valid when it is conducted properly by HODs. Teacher's files together with learners portfolios are submitted for moderation as evidence that quality moderation

has been done. Principals and HODs are also included in the moderation of assessment tasks and learners' scripts.

The moderation of School-Based Assessment (SBA), is a kind of assessment which is done at school level. According to the DoE (2008:8), this plan is communicated to learners and parents because:

- The school takes charge of monitoring and conducting moderation.
- At each meeting, the HOD reports on the moderation process during that period.
- The chairperson of School Assessment Irregularities Committee (SAIC) is the School Principals who conduct meetings related to irregularities.

Business Studies teachers use assessment tasks for a number of reasons including monitoring-pace, challenging and evaluating learners' progress. Effective assessment practices inform the next steps in learning and provides reassurance at school level, district, provincial and national levels that learners have achieved the level of skills, attitudes and knowledge they were expected to achieve in order to make their way in an increasingly competitive world (Black, 2002:10).

In school-based moderation, the HODs or senior teachers should:

- Take responsibility for the moderation of SBA for the selected schools allocated to them at least once a quarter. This includes remarking learner evidence to establish whether the marking is accurate, precise and fair.
- Provide a report with recommendations to the Subject Advisor and the School Principals on the outcomes of the moderation process. The subject report must describe the standard of the assessment instruments constructed, standard of marking and standard of learners' performance. The report should identify schools that are struggling in the implementation of SBA and recommend on-site visits by the Subject Advisor. Some schools give learners more marks due to lack content knowledge and the same trend is made by School Principals, senior teachers and HODs.

(b) Cluster and District Moderation of Business Studies Assessment Tasks in the FET band

At this level, moderation is conducted by Subject Advisors attached to the circuits/ district. Business Studies subject advisor moves across the district when moderating educators and learners' portfolios. After the school-based moderation is conducted, the Subject Advisors moderate the tasks. In this study, cluster or district moderation of Business Studies refers to moderation done by Subject Advisors at the district after having sampled learner's work to accompany the teacher's portfolios (DoE, 2008:18). Few files of teachers and learners are approved due to poor moderation of assessment tasks.

(c) Provincial Moderation of Assessment Tasks in Business Studies

The province conducts a sample of moderation at selected schools across all districts. The moderation is conducted by the Deputy-Chief Education specialist in the province. Each province has the responsibility to ensure that moderation is practiced with knowledge and skills in different subjects (DoE, 2011:8). The focus of moderation must be to ensure the comparability of the standards across the Districts.

According to the DoE (2008: 24), external moderation is the moderation of assessments tasks other than dissertations or theses, and moderators are typically supplied with a representative sample (usually 10% of learners' scripts), portfolios or other forms of evidence, and reassess them against the same standards used in the initial assessment, indicating whether or not individual marks should be adjusted. Moderators have to submit a written report in which they justify any changes they might have made, indicating whether or not they regard moderation as important. External moderation is conducted by circuits/district, provincial and other moderators who are outsiders.

According to the Diagnostic Report DoE of South Africa (2015:16), the reliability of Business Studies assessment tasks shows that there is a possibility of different markers awarding different scores to learners. This is because the assessment criteria are not clearly defined and interpreted in a uniform way. To ensure consistency in marking, there is a need for the assessment criteria to be specific to the task being assessed.

If one applies these findings from the literature to the South African context, it is clear that much work needs to be done in South Africa to improve the implementation of moderation. The experiences of other developed countries are invaluable lessons from which people can learn. In South Africa, the introduction of moderation has been sudden rather than a gradual process, with sufficient time allocated to prepare teachers, Subject Advisors and Educational Managers for the new curriculum and assessment processes (Singh, 2004:75).

Moderation in Australia, New Zealand and Botswana is conducted for improvement of practice and not for judgment. Even without a strong accountability requirement for verifying teachers' judgments based on assessments, there are other reasons why some form of moderation might be desirable at all levels of the education system (Maxwell, 2002:19). This can be referred to as moderation for improvement in the sense that it is directed at enhancing the quality of schools. In other words, this form of moderation is explicitly linked to professional development and directed at overall improvement in the quality of the education system (Mill, 2009: 78). It is not difficult to initiate a process of moderation for improvement. All that is needed is some form of conversation between teachers focused on their assessment practice and the related judgments from assessments. This could be informal and voluntary. Alternatively, it could be more formal and obligatory.

2.5 TYPES OF ASSESSMENT TASKS

In Business Studies, assessment focuses on the knowledge, skills and values necessary for informed, ethical, productive and responsible participation in economic sectors. Business Studies should provide knowledge and skills that can assist learners to participate in the economy of the country through entrepreneurial initiatives and sustainable business.

2.5.1 Baseline Assessment

This is the type of assessment which is used at the beginning of a phase, grade or learning experience to establish what learners already know, what they can do, or what they value (DoE, 2007:11). In Business Studies, there are certain sections that cannot be understood by learners before they are taught the content that precedes the content of the day. However, some teachers teach without considering the pre-knowledge of the learners.

2.5.2 Diagnostic Assessment

This is the type of assessment which leads to intervention, remedial action or revision programme. The purpose of diagnostic assessment is to identify the strengths and weaknesses of the learner, teaching methodology and barriers to learning in Business Studies (DoE, 2005:8). Diagnostic assessment is done during the teaching process and after teaching. The results help to plan individual support for the learner who has some problems.

2.5.3 Formative Assessment

Formative assessment is an assessment that is used by the teacher to provide feedback to the learner. It should occur regularly throughout the instructional process. According to DoE (2007:11), the primary purpose of formative assessment is to support high quality learning. It tracks whether the learner has progressed or not. It helps in the day-to-day teaching and learning and suggests ways in which activities can be changed to suit the diverse needs of the learner. According to DoE (2007:10), formative assessment is also known as “*assessment for learning*” because this type of assessment involves the teacher and the learner in the process of sustained reflection and self-assessment.

According to Knight (2001:7), the purpose of formative assessment is to inform the learners about how to do better. This means that marks are provided but the feedback is

given to the learners for the improvement of performance. In formative assessment, feedback is provided to try and identify barriers to learning. This is not commonly used at higher education. Formative assessment is much more than something to do when outcomes have been assessed. The implication is that formative assessment improves learners' learning and makes a positive difference to the quality of learning.

The teacher uses this method of assessment in order to modify and adjust teaching practices, and to reflect the needs and progress of learners. Initially, there was a problem of teachers setting tasks which were below standard. As a result, the Department of Education took over the role of setting the tasks such as tests, projects, assignments, presentations and mid-year examinations (DoE, 2009:34). This was a way of standardising assessment in order to improve academic performance at exit levels.

2.5.4 Summative Assessment

Summative assessment gives an overall picture of the achievements of a learner at a given time, for example, at the end of the term or year. It is also referred to as the assessment of learning (DoE, 2007:13). In Business Studies, assessment is a continuous and planned process of gathering information about the performance of learners. Their performance is measured against the assessment standards of the learning outcomes. Assessment also emphasizes the learners' individual growth and development as well as group participation in dealing with tasks of analysis, communicating with others and promoting teamwork. The main reasons for assessing learner's performance are that:

- Learners are able to judge the value of their learning;
- Assessment provides feedback to the teacher to determine barriers to learning; and
- It also guides in certification and promotion.

Summative assessment by teachers can be problematic, and is certainly no solution, but in many respects, it is superior to an external test-based system. The disadvantage of

summative assessment is that at the end of the year learners' performance is low even if the marks which the learners obtained during the year are added to the final assessment.

2.5.5 Differences between Baseline and Diagnostic Assessment

Baseline Assessment is used at the beginning of a phase, grade or learning experience to establish what learners already know, what they can do, or what they value (DoE, 2007:11). In Business Studies, there are certain sections that cannot be understood by learners before they are taught the material that precedes the content of the day.

Diagnostic assessment leads to a form of intervention, remedial action or revision programme. Diagnostic assessment can be used to direct learners to the right learning experience such as a class conversation with the teacher. Diagnostic assessments are not designed to strengthen memory recall. However, by their very nature, they do provide some of that characteristic. The purpose of diagnostic assessment is to identify the strengths and weaknesses of the learner, teaching methodology and barriers to learning in Business Studies. Diagnostic assessment is done during the teaching process and after teaching. The results help to plan individual support for the learner who has problems (DoE, 2005:8).

2.5.6 The Differences between Formative and Summative Assessment

Formative assessments are conducted in words or narratively and sometimes numbers are used (DoE, 2010:28). Summative assessment is conducted numerically. Formative and summative assessment can be used in the same subject. For example, when giving learners multiple choice questions for summative information and a set of word summary questions as formative assessment. The latter involves setting of an assignment and looking at what the learners produce and give suggestions for improvement.

a. Priorities

Priorities in formative assessment are:

- Providing comments that afford opportunities for better learning; and
- Motivating learners.

b. Assumptions about achievements

In summative assessment, achievements are seen as transferable, and good measurements predict achievements at other times and contexts on the other hand. In formative assessment there is only a limited transfer of learning such that there can be no strong claim about learners' performance in other contexts. This is because assessment data are not good predictors of learner performance.

c. Typical Products

In summative assessment, there is "Feedout" in the shape of warrants to achievement, while in formative assessment there is "feedback" in the shape of improvement conversations.

Priorities in summative assessment are:

- Reliable measures of achievement;
- Motivating learners; and
- Providing information to guide learning.

In Summative assessment, the assumption is that complex achievements can be separated into component parts that can be reliably assessed. The total score is then treated as a valid measure of complex achievement. On the other hand, in formative assessment, complexity has emergent properties. This means that the whole is more than the sum of its parts. Complex achievements must be judged as they are.

d. Common Assessment Techniques

Common assessment techniques use summative assessment. The learners' views are fixed as the responses are sought differently (DoE, 2000:15). In formative assessment, there are high-inference judgments of authentic achievements on projects, and in work placements. Assessment is inferential, using fair methods and assessors.

2.5.7 Other Types of Business Studies Assessment

The DoE (2007:10) states that types of assessments refer to who is carrying out the assessment. The following are other types of assessments which are recommended in Business Studies:

a. Teacher Assessment

Teacher assessment is the assessment in which the teacher assesses the performance of the learners against given criteria in different contexts. The problem with this method of assessment is that teachers do not understand how they can assess the performance of learners even when given the criteria in different contexts, for example, even if the teacher is provided with the memorandum and marking tool. Teachers tend to be confused by the changes in the curriculum and learners cannot access outcomes if teachers do not give them feedback (DoE, 2009:29).

b. Continuous Assessment (CASS)

Continuous Assessment (CASS) is assessment which comprises both formal and informal assessment (DoE, 2000:12). This means that learning is assessed regularly, but not all of the findings are recorded. Only formal and planned assessment tasks are recorded. Learners also know the number of tasks that they ought to complete in a year. In Business Studies, for Grade 12, formal tasks are reduced from 7 to 5 and they are recorded to give a final assessment for the year as per National Protocol on assessment. The CASS for Grade 12 equals to 25% and the final examination is 75%, thus giving a total of 100% (DoE, 2007:23). Learners write a final examination which equals 300 marks. This is then converted to 75% (DoE, 2007:14).

The examination question papers in Business Studies at the FET band are set and moderated at national level to ensure consistency in standards across provincial examining bodies. According to the DoE (2015:18), the marking guidelines are also discussed between the national panels of examiners and representatives from provincial examining bodies and standardized. This serves to ensure that there is uniformity in the

interpretation of marking guidelines, so that moderators and markers know how to apply them in practice. Business Studies in the FET band is set and moderated at national level to ensure consistency in standards across provincial examining bodies. The formal, externally set and marked examinations in Business Studies set a common standard and measure the performance of all learners in a common paper. The assessment of learners in CASS lacks standardization and is largely dependent on the teacher's perception of what constitutes a national standard of achievement (Singh, 2004:4).

c. Self-assessment

Self-assessment is a method of assessment in which learners assess their own individual performance against given criteria in different contexts. These criteria include the marking memo, individual work and group work (DoE, 2007:10). The purpose of self-assessment is to enhance self-esteem. Self-assessment has an advantage in large class teaching. It has a disadvantage as learners are not sincere. However, if learners are taught the importance of self-assessment in their academic enhancement, it can become a very useful method of helping learners to get immediate feedback.

d. Peer assessment

Peer assessment is a method of assessment in which learners assess the individual performance of another learner or group of learners against given criteria in different contexts. This assessment is better than self-assessment because learners will assess their fellow students properly (DoE, 2007:9).

e. Group assessment

Group assessment assesses the individual performance of other learners within a group or the overall performance of a group of learners against given criteria (Ramsamy *et al.*, 2008:15). These are useful methods of assessment provided they are used properly and carefully.

2.5.8 Examples of Business Studies Assessment Tasks

Assessment should be both informal and formal. In both cases, regular feedback should be provided to learners to enhance their learning experience.

a. Informal or Daily Assessment

According to DoE (2011:39), daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson. As daily assessment occurs in every lesson, it can take the form of informal assessment tasks at the beginning of the lesson, during the lesson or at the end of the lesson. This can be done through questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. It should not be seen as separate from the learning activities taking place in the classroom and should be used to provide feedback to learners to improve learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment and allow learners to learn from and reflect on their own performance. Daily assessment tasks should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones to the formal tasks in the Programme of Assessment. These informal daily tasks are not recorded, unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment and to provide feedback. The results of daily assessment tasks are not taken into account for promotion or certification purposes (DoE, 2011:39).

b. Formal Assessment

Formal assessment is employed to give feedback to the learners. Teachers use this form of assessment as a systematic way of evaluating how well learners perform in a specific subject. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical tasks. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject. They are school-based and carry a specific weighting (DoE, 2011:39).

2.6 CHALLENGES OF MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FET BAND

Subject Advisors, School Principals, and Heads of Departments face many challenges when they perform moderation of assessment tasks. In Grade 12, School-based Assessment tasks are rejected, adjusted downwards or upwards due to discrepancies between SBA mean and Exam mean. Some School Principals, HODs and Teachers view moderation of assessment tasks as a way of punishment or to oppress and suppress them if they are conducted by Subject Advisors. Moderation is a continuing procedure that evaluates teachers' attainment throughout the term in assessment tasks of learners (Ramothlale, 2008:59). In this study, moderation is viewed as an action of gathering valid and reliable data regarding the attainment of learners. It is continuously aligned with explicit measures by means of a range of devices, processes, procedures and frameworks.

2.6.1 National Guidelines

The problem of inadequate national guidelines influences negatively on the culture of establishing principles of good exercise in the moderation of Business Studies assessment tasks. This means that learners only experience a standardised paper during external examinations. Thus, the processes applied at national and provincial level are missing at school level. For instance, Umalusi (2010:7) reports that since the introduction of National Senior Certificate (NSC) examination, Umalusi has implemented a demanding practice of moderation, monitoring, verification, post-exam analysis and standardisation through subject specialists who act as moderators and evaluators. However, a special committee was identified by Umalusi to deal with adjustment. Unfortunately, the schools are not informed about the process. This can advantage schools if such practices are repeated to their internal quality assurance system. However, such a culture hides the weaknesses of moderation of assessment tasks in schools. Schools yield good results in internal assessments. Thus, the issue of cognitive demand in the assessment instruments is critical if schools are to start building a culture of quality (Maile, 2013:9).

2.6.2 Subject Knowledge

According to Maile (2013:6), Subject Advisors encounter problems in moderating Business Studies assessment tasks. The problems include inadequate content knowledge and setting quality tasks. Some School Principals and Heads of Departments who moderate Business Studies do not have content knowledge of the subject. The problem is that some of the HODs are redeployed from different schools and are made HODs for the subject in which they do not have adequate background. In spite of this, School Principals, HODs must conduct proper moderation on assessment tasks.

Moderation of assessment tasks by School Principals and HODs assists to determine whether teachers have achieved the set goals of setting and marking assessments properly in schools. Killen (2007:21) demonstrates that assessment should not be about the product only. School Principals and HODs should also develop processes that would help in assuring quality moderation of assessment tasks. Some School Principals and HODs who moderate Business Studies do not have subject content knowledge as they did not specialize in the subject. Hence, some learners perform badly in national and international benchmark tests, while innovations taking place at district level are welcomed and valued. Sometimes School Principals and HODs use wrong instruments for moderating Business Studies assessment tasks and portfolios.

2.6.3 Dedication and Commitment by School Principals and Heads of Departments when Moderating Assessment Tasks in Business Studies in the FET Band

Another factor that causes poor moderation of assessment tasks is that School Principals and HODs concentrate on their duties especially subjects that they are teaching. School Principals and HODs should moderate assessment tasks as well as teachers' portfolios and learner's files before they submit them to cluster/district and provincial moderation. However, they do not put enough effort in the moderation process. Before the formal assessment tasks (tests, examination assignments, presentation and projects and many more) are returned to learners, they should be moderated by the Principal and Heads of

Departments, to check if they were effectively done (Nemadzivhanani, 2007:21). School Principals and HODs, should work hard to achieve the required standard which is set by SAQA and Umalusi for moderation of assessment tasks.

In terms of moderating Business Studies assessment tasks, School Principals, HODs and Subject Advisors have identified the following challenges relating to the assessment criteria which they use when moderating:

2.6.3.1 Technical aspects

In general, the standard of teachers' files is good. They are neat and well-organised. The files contain all the required documents and help to make the learners' evidence accessible. In the Gauteng province, for example, teachers are described as outstanding in conducting moderation in Business Studies. However, in certain subjects some of the teachers' files are not well-organised and they do not include all the details, which complicates the moderation process. Others are not fully compliant with the requirements of policy documents. Furthermore, some files are cluttered with redundant documents, including pre-CAPS material. Examiners need to pay attention to the technical aspects which drive the moderation process (DoE, 2015:57).

Pacesetters have mostly not been updated or brought in line with CAPS and are sometimes not provided at all. Some inconsistencies are found in SBA record-keeping such as unavailability of records of learners' marks in the teachers' files. In other cases, learners' marks are entered as percentages instead of as the converted marks as required for SBA purposes. In some subjects, a common working mark sheet is in use, which is clear and easy to follow (Umalusi, 2014:16).

According to DoE (2008:12), mark sheets are included but there is no discernible provincial system, with each school dealing with mark records in its own way. Some discrepancies in the transfer of marks are also found. Generally, the adjusted marks by moderators are not captured on the mark sheets. In addition, most tasks reflect appropriate language and correct terminology, but sometimes the language used is too

abstract and sometimes incorrect, with pictures and illustrations not clear enough. Some teachers are innovative and creative in the development of tasks, but it is clear that many teachers still struggle to develop assessment tasks. Often, instructions are vague and inadequate. The result is that tests and tasks are mainly adapted from previous examination papers. In some cases, with the end product untidily cobbled together, marks changed by hand and page numbers left unchanged (Umalusi, 2014:16).

Previous exemplar papers are sometimes used of which the memorandums are readily available in the public domain. Some tasks are not balanced and there are inconsistencies in respect of the marks awarded for a controlled test. Examiners and moderators of tasks must familiarise themselves with national standards and the CAPS document to avoid setting irrelevant content (DoE, 2015:57).

Many teachers clearly do not understand the difference between the various types of assessment tasks. Projects often resemble essays, with no evidence of research findings. In some cases, research projects are copied directly from textbooks, with no adjustment or adaptation. Where schools use common tests, assignments and tasks, they are sometimes administered on different dates which compromise their validity (Hipkins & Robertson, 2011:14).

2.6.3.2 Content coverage

Most schools complete the syllabus when external moderation and verification is done and integrate the content into the assessment tasks. However, some tests and tasks contain content that is not prescribed. In some subjects, the common papers cover the subject content appropriately, but the tasks set by teachers do not. Some teachers do not set assessment tasks in time to be moderated by HODs. Instead, they wait until the last day of submission, knowing that there will not be enough time to moderate the tasks. When they assess, the weighting grids are available for tests and tasks in some subjects, but not all grids are filled with the appropriate tests and tasks, or are simply not made available (Umalusi, 2014:16).

According to DoE (2013:38), the assessment tasks cover topics and subtopics appropriately, with weighting done according to the CAPS requirements. However, exceptions are found. The prescribed cognitive weighting is at times inappropriate. At times some work is assessed before it is taught in the next term. It is also common that not all the content of the current term is adequately covered. There is an over-emphasis on some curriculum topics, while others are neglected. Finally, mark allocation prescribed by CAPS is not always used.

2.6.3.3 Quality of the assessment tasks

The quality of assessment tasks is mainly found to be of an acceptable standard and there is a good range of topics and a variety of question types. Furthermore, the tasks allow learners to interrogate various issues relating to the real world, but the structure of control tests and June examinations is not always in line with that of typical end-of-year question papers. Short questions such as multiple choice and matching questions are not included in the tests and examination papers, while some skills are tested repeatedly. Formal assessment tasks are sometimes not CAPS compliant (Umalusi, 2014:17).

In the FET band, in 2014 November final examination, all the tests and examinations, and most projects, reports and case studies were set by the districts/province. In these tasks, it was noted that there was little evidence of originality or creativity. Many of these tasks were taken from old papers, in some cases with some disguising but in most cases copied directly. The totals of some question papers or items are not correctly indicated. On verification of the addition, some marks are actually found to be substantially lower (DoE, 2014:29).

Scientific errors were detected in some of the source materials in assessment tasks. Instances were found where there was a lack of real-life scenarios, and real-life problem-solving questions and scenarios which were contrived. Alternative tasks were developed by some schools or accessed from other provinces, and schools sometimes set their own common tests and June examination programmes. Often, such tasks were not of a comparable standard. Teachers were the key participants in ensuring that they

understand the importance of moderating their assessment tasks prior to having them moderated by HODs. This enhances the effectiveness and efficiency of moderation (Houlinhan, 2012). In addition, many errors emerge inclusive of typing errors in tests, assignments and memoranda, which indicate that the papers would not have undergone a rigorous pre-moderation process. At time there are no clear instructions for learners. Finally, the quality of assessment tasks varies from “very good” to “non-compliant” in respect of CAPS requirements (DoE, 2010:10).

2.6.3.4 Cognitive demand and levels of difficulty of the tasks

Umalusi (2014:17) indicates that most schools meet the suggested range of cognitive demands since many of them recycle old Department of Basic Education (DBE) question papers. Thus, the cognitive levels and levels of difficulty of the tests and examinations of most of the schools are in line with the examination guidelines and the CAPS document. Heavy reliance on previous papers and textbook activities without adjustment compromised the cognitive levels of learners, as CAPS prescriptions sometimes differed from those in the Subject Assessment Guidelines (SAG).

The other thing is that weighting/analysis grids are available for all the tasks, tests and examination papers, which ensure that they are pitched at the required levels of Bloom's/Barrett's taxonomy. The activities make provision for different levels of difficulty. In many subjects, however, no such analysis grids for cognitive levels and levels of difficulty are made available, and the cognitive requirements are not met. In some instances, taxonomy levels 3 and 4 are not correctly applied when questions are classified, revealing some lack of knowledge about how to work with taxonomies (DoE, 2014:7). This means that the Subject Advisors must provide support to teachers in terms of applying these taxonomies while setting Business Studies tasks.

2.6.3.5 Marking

Generally, there is evidence that marking is conducted on administered tasks. Many marking tools are correct, comprehensive and meet the criteria mainly because they are copied from previous DBE marking guidelines. Most are neatly-typed, correct, relevant,

and appropriate for the task and user-friendly, in line with the question paper, and made provision for relevant alternative answers. However, there are cases where marking tools are not always included in the teachers' files. This makes it difficult to assess the correctness of assessment tasks. Some tasks are poorly developed. However, marking tools are at times inadequate, inaccurate or incomplete which compromises the reliability of mark allocation (DoE, 2015:18).

Some marking guidelines are a mix of typed and handwritten answers, or not typed at all, and do not include alternative answers. Sometimes scientific errors are found in memos. The poor quality of some marking tools makes it unlikely that the mark each learner deserved will be arrived at. Moreover, in some cases no marking tool was provided (DoE, 2014:9).

2.6.3.6 Adherence to Assessment Policies and Systemic Assessment Practices

The Circuits and the schools follow the CAPS assessment plan. Most teachers' files include the required policy documents and circulars. However, the CAPS assessment plan is not followed in respect of content coverage and cognitive levels. CAPS requirements are therefore not met (DoE, 2014:15).

The DoE (2013:13) indicates that in some instances the programme of assessment is not aligned with the policy in the file. In other cases, there appears to be no plan for verifying whether the teacher implements and adheres to the prescribed plan. Furthermore, there is seldom a clear distinction between the design requirements of a project and an assignment. Lastly, problem-solving questions and the use of the latest developments in the subject are not always evident.

2.6.3.7 Internal Moderation

In Grade 12, in November 2014, internal moderation was inconsistently implemented across the PDEs. In some provinces, there was a well-developed moderation system in place, with provision for school, district and provincial moderation. However, the internal

moderation process for continuous improvement in quality control and quality assurance of SBA was not implemented systematically across the PDEs.

The moderation process was applied very unevenly. In addition, there was little evidence of quality assurance of test items in the provinces, and little pre-moderation of tasks, leading to many mistakes in test items. Moderation at school level was problematic and compromised in most cases. Where there was evidence of poor moderation, errors were not picked up. Often moderation at school level is not moderation but merely monitoring or auditing for compliance and is not rigorous enough. This means that there might be insufficient Subject Advisors employed to carry out adequate moderation in some of the PDEs (DoE, 2015:50).

Sometimes the Heads of Departments at school level do not know the subject at all and merely check for compliance. In some cases, tracing of ticks, shadow-marking and some incorrect practices are made while teachers' assessment tasks and learners' files are approved. At some schools, there is no evidence of internal moderation and little consistency in the implementation of cluster/district moderation. Where common tasks are set centrally, internal moderation should have taken place when the tasks are set and sent to the teachers with a moderation report and analysis grid attached. However, there is little evidence to show that common tasks standardised at provincial or district level had been pre-moderated.

2.6.3.8 Moderation of learners' evidence

The performance of learners in Business Studies is generally below average. In addition, learners respond well to lower-order questions, but they have difficulty coping with higher-order and problem-solving questions. It is clear that daily class tests are not implemented as practice tasks in all Business Studies. Furthermore, some learners' evidence is incomplete, and in some cases the June examination and the case study are missing. According to Ramalepe (2010:568), moderation is a process whereby teachers verify learners' assessment tasks. School level moderation is an internal process that is

employed to ensure that teachers are guided in the process of conducting assessment tasks.

Performance in Business Studies vary from “poor” to “fair”, while in other subjects it varies from “poor” to “excellent”. However, few learners are identified that really excel. Some learners understand the tasks and they meet the expectations and demands of the tasks at varying levels of performance. Moderation of assessment tasks provides feedback to teachers and learners with information which influences their achievement (Linnenbrink & Pintrich, 2002:24). There is extensive difficulty with analysis and interpretation-type questions. In Business Studies, ticks should be split in questions that require learners to ‘explain’, ‘discuss’, ‘describe’, ‘evaluate’, ‘differentiate’, and so on. This will encourage learners to write full sentences.

Some learners experience challenges related to writing essays in Business Studies Section C when using terminology. It appears as if learners are often not taught how to write short essays. Also, there are areas of work that learners cannot do or struggle with, possibly indicating inadequate teaching. In some assignments, there are no clear criteria for the distribution of marks for learners' responses.

Rubrics for assignments, projects and presentations are inadequate and lead to learners scoring higher marks than the worth of the work. It would appear that learners are not always given an opportunity to improve or re-do sections of their assignments (DoE, 2014:18).

The moderation tools supplied to schools are not always used effectively. There are instances where reports of the moderators who are Subject Advisors are available, which are of benefit to both teachers and learners. Feedback to teachers and learners is not available in Business Studies while feedback on the quality of work and marking is also not often available. According to DoE (2010:13), the subject teacher submits formal assessment tasks to the HODs for moderation. After school-based moderation is completed files are submitted to moderation centers. The quality of the submitted tasks

is ensured through the use of moderation tools. The pre-moderation of tasks is found to be lacking in most cases, especially for internally set tasks and, in few instances, with the provincially set common tasks. Content coverage is adequate in approximately 75% of the question papers. However, some topics and language skills are not appropriately covered. Content analysis grids are often not provided. The inclusion of Grade 10 and 11 content raises a serious concern in Business Studies (DoE, 2015:23).

According to Umalusi (2014:15), more than half the question papers for Grade 12 in November 2014, and nearly half for March 2015, do not meet the criteria for text selection, types and quality of questions, with the percentages of non-compliance being substantially higher than for the previous examination. Texts selected for comprehension and summary are sometimes unsuitable. Language complexity is sometimes inappropriate, with ambiguous wording, and some questions needing to be rewarded.

2.7 STRATEGIES USED TO IMPROVE MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FET BAND

There are Strategies that can be used by Subject Advisors, Principals and Heads of Departments in the moderation of Business Studies assessment tasks. The strategies employed by developed and developing countries are discussed hereunder:

2.7.1 School Management Teams' (SMTs) Workshops of Moderation of Business Studies Assessment Tasks in the FET Band

In the UK, moderation of assessment tasks is conducted internally and externally. In situations where there are a large number of markers, moderators sample scripts to support team development and to determine accuracy and consistency. In this regard, when there are new markers they are provided with feedback on their assessment forms as part of their induction and professional development (Cumming, Graham & Maxwell, 2015:45).

Some of the aspects that are similar to South Africa and other countries in the UK include external moderation which requires the review of samples of marked and submitted work by the appointed moderators such as the Business Studies Subject Advisors. Singh (2004:118) emphasises that continuous training and high-quality professional development and support should be provided to address problems and shortcomings in the delivery of learning programmes. Thus, it is necessary to involve teachers in the process of policy-making. Teachers must also be capacitated on how to conduct moderation. Suitable assessment criteria are developed to promote reliability in moderation of assessment tasks. However, Subject Advisors, HODs and teachers are policy makers and they should be committed and dedicated when it comes to moderation.

The fundamental concern is that when moderation is not properly conducted and ineffective, the marks allocated to learners may not be valid. Given the overwhelming interest and hype about the Grade 12 results at the end of every year, and the fact that the quality assurance council has raised concerns about the validity and reliability of the Grade 12 CASS marks (Umalusi, 2002:12), it is in the best interest of the Department of Education to adopt measures that would enhance the fairness, validity and reliability of the Grade 12 CASS marks. According to SAFCERT (2002: 31), teachers are poorly capacitated in setting assessment tasks and are thus assess learners inappropriately.

Therefore, Subject Advisors should conduct workshops for Principals, Heads of Departments and Teachers for setting quality tasks, quality marking and moderating Business Studies assessment tasks. This could also serve as the professional development for SMTS and teachers (Ramalebana, 2001:47). Subject Advisors should always conduct workshops to capacitate SMTS and give feedback to teachers after moderation per term.

2.7.2 Templates to be used in the Moderation of Business Studies Assessment Tasks in the FET Band

The appropriate template used in moderating Business Studies assessment tasks displays all the criteria needed by Principals, Heads of Departments and Subject Advisors. The moderation instruments also outline the quality indicators for each formal assessment tasks (DoE, 2008-2014:15). Subject Advisors develop and distribute moderation instruments tools to all schools offering Business Studies, but some School Principals and Heads of Departments use generic instruments when they conduct moderation which compromises the standard of moderation. Assessment instruments should be well developed in order to strengthen the fairness, validity and reliability of the moderation of Business Studies assessment tasks so that teachers, Subject Advisors and educational managers are aware of their roles and responsibilities.

2.7.3 The Promulgation of Business Studies Subject Policy

Moderation is important because it enhances the fairness, validity and reliability of assessment tasks and marks across examining bodies. The role of high quality support and training must also be addressed without which teachers will be unable to implement CASS effectively in the classroom. Schools that offer Business Studies are provided with the Subject Policy Statement which shows all the assessment tasks to be given to the learners. This is provided in the form of a teaching plan, which covers the subject content of Business Studies. In the case of the Grade 12 results, for example, if the CASS marks for Business Studies are not fair, valid and reliable they cannot be legitimately used for certification purposes (Singh, 2004:118).

2.7.4 Recording of Learners' Progress

In Australia, Education Queensland's Task Force on Assessment and Reporting recommends that government schools should converse with their school community on their forms of reporting of learners' progress (Varghesse, 2002:9). There was progress

on the core learning outcomes of the KLA syllabuses for Years 1 to 10. This recommendation makes a critical distinction between recording and reporting. If this recommendation is implemented, it would mean that a common framework exists to enable implementation of moderation procedures. Teachers can provide feedback to improve learners' understanding of their weaknesses and strengths (Berry & Adamson, 2012:4). The degree of moderation depends on how public and important the comparisons might become. The more public and the more important they become the less tolerance for ambiguity. There would also be a great need for some form of moderation for accountability (Maxwell, 2002:8).

At the moderation meetings, teachers identify learners that are at risk, contest and verify each other's judgments. The moderation process is seen as giving advice to schools concerning their judgments. Schools take this advice and make their final judgments.

2.8 CONCLUSION

Although formative and summative assessment tasks for Business Studies in the FET band differ, it is necessary for moderation of assessment tasks to be conducted. This should be a continuous process. Developed countries such as Australia, New Zealand and Hong Kong experience some challenges in the moderation of assessment tasks. Moderation of assessment tasks is conducted to improve the manner in which teachers mark and learners perform. Lack of dedication and submission of portfolios by teachers for moderation are some of the challenges that are faced in South African schools. This is because the moderation tools supplied to schools are not used effectively. There are instances where reports of the moderators who are Subject Advisors are available, which are beneficial to both teachers and learners. Hence, some of these challenges can be solved by providing PD of SMTs in moderation. Alternatively, proper instruments for moderating the assessment tasks need to be developed. Chapter 3 discusses research design and methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research design and methodology. The population, sampling procedures and sample are discussed. The data collecting instruments, instrumentation, data collection procedures and triangulation are also presented. The issues of validity and reliability, trustworthiness of the qualitative data, research ethics and data analysis will further be given attention.

3.2 RESEARCH DESIGN AND METHODOLOGY

This section provides an exposition of the research design and subsequent methods of data collection.

3.2.1 Research Design

This study adopted the mixed-methods research design. The mixed-methods research design is the type of research in which the researcher combines elements of qualitative and quantitative research designs for the purposes of breadth and depth of understanding and corroboration (Creswell, 2010:123). The rationale for using the mixed-methods design was to allow the researcher to collect different types of data that can be synthesised to strengthen the moderation of Business Studies assessment tasks. The qualitative and quantitative research designs are discussed here under:

3.2.1.1 Qualitative Research Design

Qualitative research design refers to non-numerical examinations and presentation of observations for the purpose of discovering underlying meaning and patterns of relationships (McMillan & Schumacher, 2010: 320). According to Cresswell (2009:16),

the purpose of qualitative research design is to try to gather full information in a real setting, in order to develop an understanding of the views of participants and observations of the researcher.

3.2.1.2 Quantitative Research Design

The present study used qualitative research design. Quantitative research design is the type of research which the researcher used for the purpose of choosing participants, data collecting procedures and analysing the collected data (McMillan & Schumacher, 2006:115). Quantitative research design was used in a complementary relationship with the qualitative research design in order to produce conclusive research findings.

3.2.2 Research Methodology

Research methodology refers to a plan which is composed of techniques, methods and procedures for conducting research (Creswell, 2009:18).

The following methods were used to collect data:

3.2.2.1 Qualitative Research Methodology

Qualitative data was collected through interviews. An interview is a method of data collection or information gathering that specifically involves asking a series of questions. According to McMillan and Schumacher (2006:114), an interview schedule is the guide an interviewer uses when conducting an interview. A face-to-face interview was used to collect data from the participants. Face-to-face interview is a data collection method where the researchers directly interact with participants in line with the prepared questions. This helps the researcher to obtain appropriate and factual information from the participants (Creswell, 2003:12). The strategy allows for probing more explanations. The aim of conducting interviews was to explore responses of the participants by gathering more and deeper information. It was easy for the researcher and participants to clarify some of the items on the schedule. From the qualitative perspective, the researcher explored the experiences and perceptions of the Subject Advisors, School

Principals and Heads of Departments who were the participants in the study by means of interviews and open-ended questions (McMillan & Schumacher, 2001:36). The researcher interviewed Subject Advisors, Principals and Heads of Departments because they have in-depth knowledge on moderation of Business Studies assessment tasks.

3.2.2.2 Quantitative Research Methodology

Quantitative data was collected through questionnaires, to establish the views of teachers on moderation. A questionnaire is a data-gathering instrument through which a participant answers questions in writing (Leedy & Omrod, 2010:166). A Closed-ended questionnaire was used to collect data from the teachers. The purpose of using the questionnaire is that facts and opinions from teachers were needed to be obtained. The purpose of the questionnaire was to collect quantitative data in order to compile information regarding moderation of Business Studies assessment tasks. The researcher used the questionnaire because it derives objective data. The researcher used the questionnaire to collect data from teachers and maintained anonymity of participants. The researcher administered questionnaires to selected teachers who participated in the study because they set and marked assessment tasks.

3.3 SAMPLING

It is about the choice of the population and the determination of the sampling procedures and the samples.

3.3.1 Population

According to Gay and Airasian (2003:102), a population is the group of interest to which the results of the study are generalized. The population comprised of Subject Advisors, School Principals and HODs in the Soutpansberg Circuits Cluster.

3.3.2 Sampling Procedures

Sampling procedures involve techniques that researchers use to select a small group from the wider population (Jupp, 2006:271). In this study, both qualitative and quantitative sampling procedures were used.

(a) Qualitative Sampling Procedure.

The study used purposive sampling to select the participants to be interviewed. Purposive sampling refers to the use of the researcher's knowledge of the population in order to meet the research goals (Dattalo, 2008:6). Purposive sampling was used to select School Principals, HODs and Subject Advisors who contributed to qualitative data. The researcher used purposive sampling, in order to obtain information on moderation of Business Studies assessment tasks. The researcher used purposive sampling because of the following advantages:

- It is less time consuming;
- It is less expensive, and it involves lesser search costs; and
- It is an accurate or near accurate representation of the population.

(b) Quantitative Sampling Procedure

Simple random sampling was used to select teachers who responded to questionnaires. According to McMillan and Schumacher (2014:146), simple random sampling is a procedure for selecting participants from a population in such a way that every member has an equal chance of being selected. The reason for the researcher to use simple random sampling was to select a representative sample of teachers that are knowledgeable in the setting and marking of Business Studies.

3.3.3 Sample

A sample is the number of participants who are selected from the population and from whom data are collected. A sample is a collection of a small number of participants taken from a large population (Neuman, 2006:219). A qualitative sample consists of 3 Business Studies Subject Advisors, 6 School Principals and 6 HODs who participated in the interviews. School Principals and HODs were sampled because they conduct school-based moderation. Subject Advisors were selected because they conduct external moderation. Quantitative data was collected from 60 teachers who completed the questionnaires. Teachers were sampled because they teach and assess learners.

3.4 INSTRUMENTATION

The interview schedule and questionnaires were used to collect data.

Three interview schedule and one questionnaire were developed as instruments for data collection, namely; (i) Subject Advisors' interview schedule on moderation of Business Studies assessment tasks in the FET band (See Appendix A). (ii) School Principals' interview schedule on the moderation of assessment tasks in the FET band (See Appendix B). (iii) HODs' interview schedule on moderation of Business Studies tasks in the FET band (See Appendix C). (iv) Teachers' questionnaire on moderation of Business Studies assessment tasks at the FET band.

(a) Subject Advisors' Interview Schedule on Moderation of Business Studies Assessment Tasks in the FET Band

Subject Advisors' interview schedule on moderation of Business Studies assessment tasks in the FET band was used to solicit information on how moderation is conducted when assessment tasks have been set and learners' work has been marked. The schedule was divided into two sections namely; (i) the biographical information and (ii) contextual questions. Biographical information exposed the following; age, gender,

experiences in years as a Subject Advisor, highest professional qualification and number of circuit participants support. 7 contextual questions were used to collect information from Subject Advisors on the following areas; the role played in the moderation of assessment tasks for Business Studies, ensuring that there is full compliance by schools in the implementation of moderation of assessment tasks, the type of training that district provides to School Principals and HODs to improve the implementation of school-based moderation, the way moderation of assessment tasks can be enhanced, effects of pre-moderation of assessment tasks, the challenges encountered in the moderation of assessment tasks and strategies to improve moderation of assessment tasks in the FET band.

(b) School Principals' Interview Schedule on Moderation of Business Studies Assessment Tasks in the FET Band

School Principals' interview schedule on moderation of Business Studies assessment tasks in the FET band was used to solicit information on how moderation is conducted when assessment tasks have been set and learners' work has been marked. The schedule was divided into two sections namely; (i) the biographical information and (ii) contextual questions. Biographical information exposed the following; age, gender, highest professional qualification, experiences as a Principal, and teaching experience. 7 contextual questions were used to collect information from School Principals on the following areas; the role they play in the moderation of assessment tasks for Business Studies, ensuring that moderation is conducted in accordance with the policy of assessment tasks, managing moderation of assessment tasks in the school, ensuring that HODs are familiar with the criteria that are needed when assessment tasks are moderated, support they receive to manage moderation effective, challenges encountered in moderation of assessment tasks and strategies to improve moderation of assessment tasks in the FET band.

(c) Heads of Departments' Interview Schedule on Moderation of Business Studies Assessment Tasks in the FET Band

Heads of Departments' interview schedule on moderation of Business Studies assessment tasks in the FET band was used to solicit information on how moderation is conducted when assessment tasks have been set and the tasks of learners have been marked. The schedule was divided into two sections namely; (i) the biographical information and (ii) contextual questions. Biographical information exposed the following; age, gender, highest professional qualification, experiences as an HOD and teaching experience. 7 contextual questions were used to collect information from HODs on the following areas; the role they play in the moderation of assessment tasks for Business Studies, ensuring that moderation is conducted in accordance with the policy of assessment tasks, the way HODs conduct school-based moderation, pre moderation and quality of assessment tasks, support HODs receive to manage moderation effectively, challenges encountered in moderating assessment tasks and strategies to improve moderation of assessment tasks in the FET band.

(d) Teachers' questionnaires on Moderation of Business Studies Assessment Tasks in the FET Band

One teachers' questionnaire was developed for data collection. Teachers' questionnaire was used to solicit information on moderation of Business Studies assessment tasks in the FET band. The questionnaire was divided into five sections namely; (i) Biographical information (ii) State of the moderation of assessment tasks (iii) Types of Business Studies assessment tasks (iv) Challenges faced on moderation of Business Studies assessment tasks (v) Strategies to improve moderation of assessment tasks. Biographical information exposed the following; age, gender, highest professional qualification, highest educational qualification, teaching experience and major subjects. 6 questions were used to collect information from teachers on understanding (state) of the moderation of Business Studies assessment tasks. 8 questions were used to collect information on types of Business Studies assessment tasks. 9 questions were used to

collect information on challenges faced in the moderation of assessment tasks and 8 questions were used to collect information on the strategies to improve moderation of assessment tasks. Teachers were expected to put a tick in the box to indicate their views among the following options strongly agree; agree; strongly disagree and disagree.

3.5 DATA COLLECTION PROCEDURES

Permission to conduct the research were sought from the University of Venda ethical clearance, Department of Education Vhembe District, circuit manager of Nzhelele West, Nzhelele East, Soutpansberg North, Soutpansberg East, Soutpansberg West and schools. The researcher delivered consent forms to targeted schools after obtaining permission from the School Principals.

3.6 TRIANGULATION

According to Creswell (2009: 191) triangulation occurs when the researcher scrutinizes details from the data and uses it to construct a meaningful argument for the emergent themes. Since this study used face-face interviews and questionnaire were used to collect data, the researcher used triangulation to ensure credibility. The use of multiple data source (interview schedules and questionnaire) allowed the researcher to corroborate the findings from one method of data collection to the findings of another and in this way it provided greater clarity on the research findings. Creswell (2012: 259) describes triangulation as a process in which evidence from various individuals, types of data and methods of data collection is verified and organized into themes for the purposes of accuracy and credibility. Triangulation is an approach to inquiry that combines both qualitative and quantitative results. It allows for the combination of different methods, study groups and different theoretical perspectives in dealing with phenomenon (Flick, 2006: 389). By using more than one method in the study the researcher have confidence to analyse the data from different angles. Triangulation combines both qualitative and quantitative data relate to each other. Despite the study adopting a mixed-methods

design, the qualitative and quantitative data were treated separately and then integrated (See chapter 4 and 5).

3.7 DATA ANALYSIS

This section focuses on the analysis of qualitative and quantitative data.

3.7.1 Qualitative Data Analysis

Qualitative data was analysed through the use of thematic analysis. This method is theoretically flexible and capable to identify factors and variables that influence any issue generated by the participants. On the other-hand, it helps the researcher to manage, shape and make sense of unstructured information. The data collected by means of interviews were summarised and analysed thematically to aid the interpretation of the results. In this case, the information is interpreted for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the investigation (Barbie, 2001:107). Every response to a question was matched with other similar answers. The reason of employing thematic analysis is that the researcher afforded the participants opportunity to give their view points and full explanation on a given research issue. These responses were recorded as the participants were being interviewed. Data was combined and compared so as to make sense out of it. The findings were then presented according to the themes or patterns which emerged from the data.

3.7.2 Quantitative Data Analysis

Quantitative data was analysed through the Statistical Package for Social Sciences (SPSS) Version 25. Responses from each questionnaire item were summarised in windows excel where individual responses were recorded. The researcher coded the collected data and analysed it in tables and graphs. After data entry, the data was cleaned to remove inconsistent responses by running frequency tables in the Statistical Package for Social Sciences (SPSS) version 25. The Statistical Package for Social Sciences

(SSPSS) version 25 was used because it was quick, easier to administer and produces high quality data. For this reason, it helped the researcher to eliminate long hours of working out scores. It also helped in the accuracy of the calculations.

3.8 CONCLUSION

The purpose of this chapter was to explain how data was collected and analysed. The research design and methodology of the study were discussed. A schematic representation of the research design was also presented. The qualitative and quantitative research methods were discussed. Research processes such as the population, sample, sampling procedures, data collection and analysis were also highlighted. Research instruments such as the interview and questionnaire schedules were further discussed.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents data analysis and interpretation. There are two types of analysis and interpretation: the qualitative and quantitative data analysis

4.2 ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA: SUBJECT ADVISORS INTERVIEW

This section discusses the qualitative data analysis and interpretation of Subject Advisors (See Appendix A). The Subject Advisors indicated that moderation of assessment tasks involves verifying the quality of assessment tasks.

4.2.1 Biographical Information

Data was collected from 3 (three) Subject Advisors, 2 (two) males and 1 (one) female. The researcher interviewed participants individually. This means that male Subjects Advisors were in the majority. Two (2) Business Studies Subject Advisors who participated in the study were in the age group of 40 years and above, and only one was in the age of 30 years and above. It further shows that the three (3) Business Studies Subject Advisors have Master's degrees and a PHD. Their work experience was above 11 years. Subject Advisors supported staff working in nine (9) Circuits. Business Studies Subject Advisors in the study were well experienced in their subject.

4.2.2 Contextual Analysis and Interpretation of Data for Subject Advisors

The researcher interviewed participants' moderation of Business Studies assessment tasks in the FET band and their responses are presented hereunder:

4.2.2.1 What role do you play in the moderation of assessment tasks for Business Studies?

The Subject Advisors indicated that they are responsible for ensuring that assessment tasks which are set are moderated and learners' scripts are well marked. Subject Advisors also indicated that moderation of assessment tasks involves verifying the quality of assessment tasks. This is what one of the Subject Advisors said:

SA2: *“This has to do with verifying the quality of answering questions, quality marking of scripts as well as quality of assessing learners' assessment tasks.”*

It is clear from the above findings that moderation has to do with checking and verifying of learners' scripts. The literature findings indicated that moderation of assessment tasks deals with verification of results of continuous and external assessment tasks (DoE, 2002: 48). This implies that Subject Advisors concur with literature review in terms of what moderation entails.

4.2.2.2 How do you ensure that there is full compliance in schools in using templates and instruments in the moderation of assessment tasks?

Subject Advisors emphasised that schools use the moderation tools in order to ensure that moderation is conducted properly. Templates and instruments are supplied by the district and province to schools through the curriculum division. This was emphasised by one of the Subject Advisors who said that:

SA2: *“My responsibility is to ensure that school-based moderators (Principals and HODs) have moderation tools for both pre and post moderation of assessment tasks is available at schools. This enables them to monitor and ensure that fairness and validity is the most important aspects”.*

Maxwell (2002:8) indicates that moderation involves the consistency and comparability of the data across the system of assessment tasks. In this regard, it is clear from the above findings that moderation of assessment tasks is essential and resides within the responsibility of the Subject Advisors.

4.2.2.3 What kinds of training the district provides to School Principals and Heads of Departments to improve the Implementation of School-Based moderation in your schools?

The participants indicated that moderation of Business Studies assessment tasks is conducted by HODs and School Principals. Subject Advisors indicated that moderation is conducted in three levels. One of the Subject Advisors indicated that:

SA3: *“School principals and HODs are trained at circuit, district and provincially to manage pre-moderation, post-moderation but not assessment tasks as we think is the responsibility of school management, but they lack in-depth understanding of subject knowledge related to Business Studies”.*

From the above findings, moderation of assessment tasks is performed at different levels, for example, at school, cluster, provincial and national level. In addition, DoE (2008:18) supports the finding when it indicates that the school managers and HODs are capacitated on how moderation is conducted.

4.2.2.4 In what way would moderation of assessment tasks be enhanced?

Subject Advisors indicated that the formal and informal assessment tasks are moderated at school by HODs and Subject Advisors at district and at the Province. Subject Advisors indicated that teachers should be assessed on the ability to engage in Business Studies assessment tasks which helps to gauge the level at which learners understand the content of learning. One of the Subject Advisors said:

SA1: *“I think that the baseline and teacher assessment are important and should be emphasized because teachers should check if learners know previous work, and the teacher assessment helps to identify learners with barriers and if the outcomes are achieved”.*

Findings from literature indicates that assessment strategies should be both informal and formal because in Business Studies there are certain sections that cannot be understood by learners before the content is presented to them (Knight, 2001:11). This means that it

is the responsibility of the Subject Advisors and principals to ensure that a variety of assessment strategies are considered in the process of moderation.

4.2.2.5 How does pre-moderation affect the quality of assessment tasks?

The participants indicated that pre-moderation affects the quality of assessment tasks when SBA marks are rejected because moderation is not well conducted; the SBA marks are also affected at the end of the year. Some of the Subjected Advisors said:

***SA2:** “Pre-moderation affects the quality of assessment tasks in Business Studies because the teachers become focused and follow the prescribed annual teaching plan. Some teachers teach irrelevant content from the CAPS document while others cannot type question papers properly and they copy from previous papers with mistake”.*

***SA3:** If teachers conduct pre-moderation it minimizes mistakes.*

The findings on the role of pre-moderation on the quality of moderation of Business Studies assessment tasks concur with literature which indicates that the standard of moderation should be maintained. Literature review indicates that some tasks are not balanced and there are inconsistencies in respect of the marks awarded for a controlled test. The result is that tests and assessment tasks are mainly adapted from previous examination papers, in some cases with the end product untidily cobbled together, marks changed by hand and page numbers left unchanged (Umalusi, 2014:16). This implies that the views of Subject Advisors and School Principals corroborate the literature review on these aspects.

4.2.2.6 What are the challenges that you encountered in the moderation of assessment tasks?

Subject Advisors indicated some of the School Principals and HODs are not committed and dedicated when they moderate assessment tasks. In addition, when they submit the portfolios for external moderation there were technical errors on the assessment tasks because time was not considered. These were regarded as some of the challenges that the Subject Advisors were encountering. Some of the Subject Advisors said that:

SA3: *“The challenges are there as schools do not submit assessment tasks in time, to be moderated. Some assessment tasks are submitted without evidence of school-based moderation, unfortunately the national guidelines are not providing more information regarding moderation of assessment tasks. This shows that there is lack of dedication and commitment from principals and HODs, to check and verify teachers’ and learners’ assessment tasks”.*

SA3: *“Some of assessment tasks are submitted with technical errors, because HODs give themselves time to moderate”.*

Literature indicates that principals and HODs lack dedication and commitment in the implementation of moderation of assessment tasks. In addition, the different levels of difficulty are not considered when setting assessment tasks (DoE, 2014:7). This implies that dedication and commitment in the moderation process is important.

4.2.2.7 What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

Subject Advisors suggested that workshops on moderation of assessment tasks should be conducted at all levels. Subject Advisors also indicated that School Principals, HODs and teachers’ training on moderation of assessment tasks should be conducted on a continuous basis. Two of the Subject Advisors emphasized that:

SA1: *“Training needs to be conducted with School Principals and Heads of Departments, as well as teachers. As a result, they must demonstrate the necessary competence in moderation of assessment tasks”.*

SA2: *“I think the best strategy as a subject advisor is to workshop principals, HODs in relation to the moderation of assessment tasks and conducting intensive workshops on setting quality assessment tasks”.*

Literature review indicates that Subject Advisors should conduct workshops for Principals, Heads of Departments and teachers for setting quality tasks, quality marking and moderating Business Studies assessment tasks. This could also serve as the professional development for SMTs and teachers (Ramalebana, 2001:47). This implies that Subject Advisors concurred with the literature by indicating that Principals, HODs and teachers should be work shopped on setting and moderation of assessment tasks.

4.3 ANALYSIS AND INTERPREATION OF QUALITATIVE DATA: SCHOOL PRINCIPALS

This section discusses the qualitative data analysis and interpretation of School Principals (See Appendix B).

4.3.1 Biographical Information for School Principals

Data was collected from 6 (six) School Principals: (four) males, 2 (two) females. The researcher interviewed School Principals in the data collection process. This means that male Subjects Advisors are in the majority. Only 3 School Principals who responded were in the age group of 50 years and above while 2 were above 40 years but only 1 of them was above 30 years old. This meant that a majority of School Principals are old. It further showed that 3 School Principals hold Master's degree and 3 of them hold PHD degrees. Only 2 School Principals had of more than 20 years as principals, 3 had above 6 years of experience while only 1 with an experience of between 1 and 11 years. This shows that 4 participants had less experience as School principals

4.3.2 Contextual Analysis and Interpretation of Data for School Principals

This section discusses the contextual analysis and interpretations of data of School Principals on moderation of Business Studies assessment tasks in the FET band. The School Principals were interviewed individually on understanding of moderation.

4.3.2.1 What role do you play in the moderation of assessment tasks for Business Studies?

Principals indicated that they were responsible for managing and controlling the moderation of assessment tasks. They ensure that learners' scripts are marked properly by teachers and HODs sample scripts for verification and quality assurance. One of the School Principals indicated that:

P1: "My role is to make sure that moderation of assessment tasks is conducted properly at school through HODs by ensuring that grid is completed for all tasks that are set at school and feedback is given to learners and teachers".

It is clear from the above findings that moderation is done by School Principals to verify and check the accuracy of teachers' assessment tasks. Literature supports the above findings by emphasising that moderation should be conducted at all levels and evidence to be kept at school (Knight), 2001:12). This implies that assessment and moderation is conducted properly.

4.3.2.2 How do you ensure that the moderation templates and tools are properly used by Heads of Departments in accordance with the policy of assessment?

Principals indicated that they encourage HODs to submit their departmental plans to the SMTs at the beginning of the year in order to distribute a consolidated programme to all teachers. One of the School Principals indicated that:

P3: "I establish plans for moderation which I dispatch to the HODs responsible for moderation of Business Studies assessment tasks and I also provide moderation assessment instruments and templates for recording learners' marks at the beginning of the year so that they will be able to report to SMTs".

The findings from literature indicated that the quality of the tasks varied from assessment expectations to non-compliant of CAPS (DoE, 2010:10). This means that teachers and learners should be given assessment plans in time which shows when learners will be assessed and when moderation will be conducted because teachers should plan their activities in advance.

4.3.2.3 How do you manage the moderation of assessment tasks in your school?

The participants indicated that they ensure that moderation is conducted properly by implementing moderation policies that are drawn at school. Some of the School Principals indicated that:

P1:” Basically, we have a moderation programme which was drawn from our school moderation policy that guides us how moderation is managed and I ensure that Deputy Principals and HODs are adequately doing proper moderation when they submit reports.”

P3:” By monitoring the assessment programme that ensures that HODs have good plans for assessment and commits themselves for the plan and encourage them to meet educators to discuss about assessment things”.

The literature indicates that moderation of assessment tasks is conducted properly when there is a programme of assessment in place. In addition, the programme of assessment should be given to teachers and learners so that they should know when they will be assessed (DoE, 2013:48). The implication is that some assessment tasks are assessed in a wrong term when they were supposed to be taught at the correct term as per teaching plan.

4.3.2.4 How do you ensure that Heads of Departments are familiar with all the criteria that are needed when tasks are moderated?

The School Principals indicated that school-based moderation workshops were conducted to assist HODs and teachers to share the same approach in terms of setting assessment tasks and moderation process. One of the School Principal said that:

P6:”I conduct school-based moderation workshops in terms of setting standardized assessment tasks and how moderation is conducted by outlining important aspects which should be taken into consideration when marking learners’ activities”.

It is clear from the above findings that School Principals, HODs have the responsibility to develop staff in terms of the setting and moderation of assessment tasks in order to improve learner performance. During and post-moderation meetings are essential and valuable. Real changes occur if school principals create opportunity to train teachers and HODs as moderators. It implies that teachers will be developed in such a way that they will be accurate in marking. Literature supports the above findings that there are different stages in which assessment can be moderated such as school, district and provincial level (DoE, 2013:4).

4.3.2.5 What support do you receive to manage moderation effective?

Participants indicated that they get support from the district and circuit which also supply them with schools' curriculum programme. One of the principals said:

P1: "we are supported by district and circuit Subject Advisors and they supply us with schools' curriculum programme that explains all activities in the district and circuit".

Singh (2004:118) indicates that workshops on the moderation of assessment can be conducted to ensure that there is quality on of assessment tasks. This means that moderation of assessment tasks should be a continuous process.

4.3.2.6 What are the challenges you encounter in the moderation of assessment tasks?

Principals indicated that lack of knowledge in the subject was a challenge to some of the Subject Advisors. In addition, HODs in some schools did not use assessment guideline documents that were in their possession. Hence, they kept them in the files. To support the above finding some of the principals said:

P5: "Some Subject Advisors and the HODs sometimes give us problems because they are afraid of teachers, as they are not knowledgeable about the subject knowledge, instead of carrying out their responsibilities".

P6: "We have received the guidelines and they were given to the teachers, unfortunately they are not kept safe in the files."

Literature findings indicate that some of the Subject Advisors and HODs lack subject content knowledge and some of them do not have the background of Business Studies content. Hence, they encounter challenges when they moderate the assessment tasks (Maile, 2013:6). This means that moderation of assessment tasks is influenced by that lack of subject content knowledge that some of the Subject Advisors and HODS demonstrate.

4.3.2.7 What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

Principals suggested that the Department of Education should encourage moderators to attend workshops of setting assessment tasks and moderation. The findings are supported by one of the School Principals who said that:

P3: "I suggest that it is important for Subject Advisors to encourage us as managers to manage moderation of assessment and HODs to attend the workshops for moderation".

The above finding concurs with literature that indicates that workshops should be conducted in order to develop SMTs and teachers professionally in moderation of Business Studies assessment tasks (Ramalebana, 2001:47). This means that professional development on moderation of assessment tasks is essential to both Subject Advisors and HODs.

4.4 ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA: HEADS OF DEPARTMENTS (HODs)

This section discusses the analysis and interpretation of qualitative data of HODs (See Appendix C).

4.4.1 Biographical Information for Heads of Departments

Data was collected from 6 (six) HODs composed of 3 (three) males and 3 (three) females. Individual interviews were used to collect data from participants. The study showed that 3 participants were males and 3 were females. It further showed that a majority of the HODs (4) were in the age group of those above 40 years, 1 was above 50 years while only 1 was above 20 years. Majority of HODs (4) had BAED degrees and only 2 had STD/ Degree. This means that Business Studies is still a scarce subject among HODs. Three of the HODs had worked for more than 20 years as HODs, 2 had worked more than 10 years as HODs but only 1 had worked less than 10 years. This means that a majority of them had experience as HODs.

4.4.2 Contextual Analysis and Interpretation of Data for Heads of Departments

Interview questions were conducted from the participants related to 7 interview questions on moderation of Business Studies assessment tasks.

4.4.2.1 What role do you play in the moderation of assessment tasks for Business Studies?

Heads of departments indicated that their role was to conduct pre and post moderation by checking if the question papers are standardised and verifying learners' written work. The finding was supported by 3 HODs who indicated that:

HOD4: *“As the HOD, I am responsible for checking the standard of the formal tasks that teachers set before learners write which is known as pre- moderation and after the learners have written I then verify if the scripts have been marked according to the marking guideline.*

It is **HOD 1:** *“I am HOD of Business studies which is one of the Business Commerce Management (BCM) subjects when I moderate Business studies I check the following cognitive level which are covered by question paper we have high order level and low order level questions so I check if the question paper will suit all levels of learners at school “*

HOD 2: *“The role that I play is to plan, I check the completion of work in the pace setter against the assessment which educator as set I also check marks allocation if allocated correctly if it should be allocated checking cognitive level. It should cover all cognitive levels according to the degree of difficulty”*

clear from the above finding that the HODs are responsible for moderating the assessment tasks. The literature findings indicated that HODs should be responsible for School-Based Moderation of assessment tasks which involves remarking learners' evidence to establish if marking is accurate, precise and fair (DoE, 2002: 48). This implies that HODs are aware of the role that they play in schools.

4.4.2.2 How do you conduct school- based moderation?

The HODs indicated that they use marking guides when moderating assessment tasks. In addition, they indicated that they check the manner in which marks are

allocated on the learners' scripts. HODs also indicated that they conduct moderation at schools and then send for verification the scripts to the circuit or district level. This is what some of the HODs said to support the above finding:

HOD4: *"This is done at schools level and I also send to the circuit then to the district".*

HOD5: *"I check the teacher marking procedure by looking at learners' scripts and memorandum to validate the way in which marks were awarded. I also check the levels of difficulty of the task".*

The above finding concurs with literature finding which indicates that moderation is conducted at different levels namely: school, circuit, district, provincial and national level. In addition, the HODs should report with a recommendation on the outcomes of the moderation process to the subject advisors and the school principals. In this regard, Schools-Based moderation should be reported to identify schools that are struggling in the implementation of moderation process by HODs (Black, 2002:10).

4.4.2.3 How do you manage the moderation of assessment tasks in your school?

The HODs indicated that they check if assessment tasks are done and they also use the moderation tools provided by the circuit which indicate the date of administering the tasks. This is what three of the HODs said:

HOD2: *"In terms of managing assessment tasks I check if the assessment tasks are conducted".*

HOD3: *"We use moderation tools provided to us by the circuit which indicate the date at which the tasks are to be written".*

HOD6: *"All moderation tools of assessment tasks are filed in HODs' Files and teachers are also given a copy to file all SBA moderated files are submitted to the circuit office for moderation purpose".*

Finding from literature indicates that appropriate template should be used in the moderation of Business Studies assessment tasks by Subject Advisors, HODs and Principals. Moderation instruments also outline the quality indicators for each formal assessment tasks (DoE, 2008:15). This means that in order to ensure the quality of assessment tasks, moderation tools can be used.

4.4.2.4 How does pre-moderation and post-moderation affect the quality of assessment task?

HODs emphasized that before the formal assessment tasks are administered, the pre and post moderation processes are conducted because they are very important to ensure that the tasks are up to standard. One of the HODs said:

HOD4: *“Pre moderation is very important because it helps us in determining whether paper is up to standard and if all the cognitive levels have been covered such as high order, middle order low order. Post moderations is done after learners have written the assessments and if task has been marked according to marking guideline if not marked accordingly ask teacher to go back and mark mostly it will not be all but we have questions that need learners in side”.*

Literature finding indicates that formal assessment (tests, examination assignments, presentation and projects and many more) tasks should be moderated by Principals and Heads of Departments, to check if they were effectively completed before and after being written by the learners (Nemadzivhanani, 2007:21). This means that School Principals and Heads of Departments should work hard to achieve the required standard which is set by SAQA and Umalusi for moderation of assessment tasks.

4.4.2.5 What support do you receive to manage moderation effectively?

Heads of Departments indicated that they do not get enough support from the Subject Advisors even though they are expected to produce tasks that are of good quality. To support the above findings, some Subject Advisors said:

HOD1: *“I would say poor because sometimes we don’t see subject advisor at my school this is the second year teaching even though I have reported that it is for the first time teaching this”.*

HOD2: *“From the department we really do not have the support which we can say we do have support as a school HOD to be able to have effective moderation. However, in all marking tools for June and final examination yes, we do have guideline on how to go about marking. Some certain question which I can say that one assist us a lot when we moderate”.*

The literature review indicates that Subject Advisors should continue to support by developing and distributing moderation instruments or tools to all schools that offer Business Studies, but some School Principals, Heads of Departments use generic instruments when moderating a Business Studies assessment task, which compromises the standard of moderation (DoE, 2008-2014:15). This implies that Subject Advisors, Principals and HODs concur that the Department of Education, through Subject Advisors, should supply appropriate moderation instruments or tools and templates for recording marks.

4.4.2.6 What are the challenges you encounter when you moderate assessment tasks?

HODs indicated that they were provided with the national guidelines but there were not trained on how moderation should be conducted. Some of the teachers lack content knowledge which contributes to setting assessment tasks which are not up to standard. Another challenge is that teachers do not adhere to due dates of submitting the task for pre and post moderation. Some of the HODs said:

HOD2: *“We find that most teachers do not have adequate subject content knowledge as they didn’t do Business Studies as their major subject which contributes to set assessment tasks which are not up to standard, when they are expected to cover all cognitive levels that led to poor marking of learners work”.*

HOD4: *“One of the biggest challenges is late submission of tasks; you find that they are not at a required standard of assessment tasks, where mark allocation does not tally and time allocation is wrongly indicated 2 hour paper is indicated as 1 hour.”*

HOD5: *“Yaa, you know what one of the challenge that we faced with together our teachers? we have national guidelines in our schools but we have been trained to use them but to be honest with you when we go to class we focus on our textbooks because we have already forgotten to link textbooks with the CAPS document and some have been lost”.*

Findings from above concur with literature by Maile (2013:6) who indicated that HODs are provided with national guidelines but not trained in the implementation of the moderation process. In addition, the HODs also indicated that assessment tasks are

submitted on the last day of administering tasks (Umalusi, 2015:16). This means that HODs encounter challenges when moderating Business Studies assessment tasks.

4.4.2.7 What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

Participants suggested that HODs should be invited to attend workshops which are related to the moderation process. Two HODs supported the findings when they said:

HOD1: *“I think that it is important for Department of Education through Subject Advisors to continue conducting workshops related to moderation of assessment tasks as most of us here we don’t have expertise in subjects we are moderating”.*

HOD2: *“We are invited for memorandum discussion to ensure consistency in marking in the learner’s scripts”.*

The literature indicates that in the case of the Grade 12 results, for example, if the CASS marks for Business Studies are not fair, valid and reliable, they cannot be legitimately used for certification purposes (Singh, 2004:118). This implies that HODs and teachers should be capacitated regularly on moderation of assessment tasks.

4.5 ANALYSIS AND INTERPRETATION OF QUANTITATIVE DATA: TEACHERS

Analysis and interpretation of quantitative data were analysed from questionnaires completed by teachers. The questionnaire was divided into biographical information, state of moderation of assessment tasks, types of assessment, challenges faced in moderation of assessment tasks and strategies to improve the moderation of assessment tasks in the FET band.

4.5.1 Biographical Information Analysis for Teachers

This section discusses age, gender, qualifications and experiences of participants. Data was collected from 60 teachers who completed questionnaires. 31 (thirty-one) were females and 29 (twenty-nine were males). The age’s majority of them were from 40 years

and above. A majority of 47 (forty-seven) participants possessed qualifications which included STD/Degree and other qualifications. On teaching Business Studies, a majority of participants had more than 33 (thirty-three) years but they majored in other subjects not Business Studies.

Table 4.1: Biographical Information for Teachers

		Frequency	Percent
4.5.1.1	Gender		
	Male	29	48
	Female	31	52
	Total	60	100
4.5.1.2	Age group		
	20 -29 years	3	5
	30-39 years	17	28
	40-49 years	27	45
	50 and above	13	22
	Total	60	100
4.5.1.3	Highest professional qualification		
	STD/Degree	20	33
	BAED	16	27
	MED/PHD	0	0
	Other	24	40
	Total	60	100
4.5.1.4	Highest educational		
	STD/Degree	29	48
	UED	5	9
	B.Tech/BED	8	13
	Other	18	30
	Total	60	100

4.5.1.5	Work experience		
	1-5 years	10	17
	6-10 years	6	10
	11-19	11	18
	20 and above	33	55
	Total	60	100
4.5.1.6	Major Subject		
	Business Studies	18	30
	Accounting	13	22
	Economics	9	15
	Maths	6	10
	Geography	5	8
	History	3	5
	Life Science	2	3
	Physical Science	0	0
	Tourism	1	2
	Other	3	5
	Total	60	100

Table 4.1 shows the age distribution of the participants. The majority of 45 % (27) participants were in the age category of 40-49 years. Those were followed by the age group of 30-39, who constituted 28 % (17) of the participants. 22 % (13) of the participants were in the age category 50 and above. Only 3 participants out of 60 were in the category of 20-29 years, who constituted 5 %. This means that young teachers are mostly failing to teach Business studies in the FET band.

In Table 4.1. 52 % (31) of the participants were females while 48 % (29) were males. All of them responded and their opinions directly influenced this study. Males were in the minority but nevertheless 48 % (29) is representative enough to be considered as the true

views of males. This means that there are more female teachers who teach business studies than males.

Table 4.1 also indicates that 40 % (24) of participants had other qualifications, while 33 % (20) of participants had a Secondary Teachers Diploma / Degree and 28 % (16) of participants had a Bachelor of Arts in Education (BAED). No participant had an MED or PHD. This implies that Business Studies is being taught by irrelevant teachers because of other irrelevant subjects.

Table 4.1 also indicates that 48 % (29) of the participants held a STD/ degree, followed by 30% (18) of participants who had other educational qualifications, 13, % (8) had a B.Tech/ BED and 8 % (5) had a UED. This means that information for participants with UED and B.TECH/BEDU will not be considered because they are holders of a BAED. No participant had MED or PHD. This means that the views of those with B.Tech/BED and UED qualifications will be of less significance as the percentage is too small.

Table 4.1 also shows that 55 % (33) had taught Business Studies for 20 and above years, 18 % (11) of the participants had taught it for 11-19 years; 17 % (10) had taught the subject for 1-5 years and 10 % (6) had taught it for 6-10 years. This means that most of the teachers have been teaching Business Studies for more than 20 years.

4.5.2 Contextual Analysis and Interpretation for Teachers

Data was collected from 60 participants who completed questionnaires on moderation of Business Studies assessment tasks in the FET band. The questionnaires included state of moderation, types of Business Studies assessment tasks, challenges on moderation and strategies to improve moderation of assessment tasks in the FET band.

Table: 4.2: State of Moderation of Business Studies Assessment Tasks in the FET Band

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
4.5.2.2.1 Teachers understand the importance of moderation for Business Studies assessment tasks.	11	18	21	35	16	27	12	20
4.5.2.2.2 Moderation of Business Studies assessment tasks in the FET band serves its purposes.	5	8	16	27	28	47	11	18
4.5.2.2.3 Teachers are satisfied when their assessment tasks and files are moderated.	13	22	5	8	20	33	22	37
4.5.2.2.4 All teachers are given equal opportunities to give evidence of their marking as outcomes.	1	2	6	10	24	40	29	48
4.5.2.2.5 Moderation is fair, when what is assessed and marked is more or less the same.	1	2	5	8	19	32	35	58
4.5.2.2.6 All teachers are given equal opportunities to give evidence of their assessment tasks and marking to be moderated.	3	5	4	7	23	38	30	50

Table 4.2 shows that 35% (21) of teachers strongly disagree that moderation of assessment tasks is important and 27% (16) agreed with the statement. It also shows that 20% (12) strongly agreed that moderation of assessment tasks is important, while 18% (11) disagreed with the statement. There are various ways assessment tasks could be monitored, one of which is through moderation. Therefore, moderation ensures the

quality of teaching and learning (Oswala, 2001:160). This implies that the majority of teachers do not understand the importance of school-based moderation on assessment tasks.

Table 4.2 shows that 47% (28) teachers agreed that moderation of Business Studies assessment tasks in the FET band serves its purposes. It also shows that 27% (16) of teachers strongly disagreed with the statement. Further 18% (11) teachers strongly agreed with the statement but only 8.5% (5) disagreed that moderation of Business Studies assessment tasks in the FET band serves its purpose. Literature indicates that moderation of assessment tasks is one of the tools for effective teaching and learning as well as good results. Before the informal and formal assessment tasks are given to learners, they should be moderated by the HOD to check if they are of good quality (Hipkins & Robertson, 2011:4). This means that many teachers realize that the process of moderating assessment tasks is something that can assist them to achieve its aims, one of which was to ensure quality of moderation of assessment tasks of Business Studies.

Table 4.2 shows that 37% (22) teachers strongly agreed, while 33% (20) agreed with the statement that teachers are satisfied when their assessment tasks and files are moderated, 22% (13) disagreed and 8% (5) strongly disagreed respectively. This implies that a majority of teachers prefer to have their work moderated, so that they can improve in their assessment tasks and files.

Table 4.2 indicates that 48% (29) of all teachers are given equal opportunities to give evidence of their marking as outcomes. A further 40% (24) agreed with the view while 10% (6) of teachers strongly disagreed that all teachers are given equal opportunities to give evidence of their marking as outcomes and only 2% which is only 1 teacher, disagreed with the view. Many teachers felt that they are given equal opportunities to give evidence of their achievement. This ensures that all learners and teachers are given equal opportunities for the achievement of the outcomes, no learner or teacher should be disadvantaged (DoE, 2011:5).

Table 4.2 indicates that 50% (30) of teachers strongly agreed and 38% (23) teachers agreed that all teachers are given equal opportunities to give evidence of their assessment tasks and marking to be moderated. A further 7% (4) strongly disagreed and 5% (3) disagreed that all teachers are given equal opportunities to give evidence of their assessment tasks and marking to be moderated. It also shows that 88% (53) of the participants believe that all teachers are given equal opportunities to give their opinions of moderated marks of assessment tasks (Ramothlale, 2008:59). This means that the assessment tasks given to learners should be marked as evidence and moderation should be conducted properly.

Table 4.3: Types of Assessment Tasks

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
4.5.2.3.1 Moderation of assessment tasks helps teachers to improve in setting and marking assessment tasks	3	5	1	2	18	30	38	63
4.5.2.3.2 Types of assessment tasks can be used to expose teachers to assess learners correctly in Business Studies.	2	3	2	3	18	31	38	63
4.5.2.3.3 Formative and summative assessments tasks provide meaningful feedback to the learners about their work.	1	2	3	5	15	25	41	68
4.5.2.3.4 Subject Advisors workshops teachers to use different types of assessment tasks.	2	3	7	12	20	33	31	52
4.5.2.3.5 The influence of principals as managers remains relevant to enhance the effective moderation of Business Studies	1	2	2	3	15	25	42	70

assessment tasks in the summative and baseline								
4.5.2.3.6 HODs encourage teachers to give quality informal assessment tasks in Business Studies.	2	3	13	22	15	25	30	50
4.5.2.3.7 Principals should encourage HODs to attend setting and moderation of assessment tasks workshops	6	10	5	8	19	32	30	50
4.5.2.3.8 Moderation of assessment tasks ensures that learner's performance as reflected by the allocated marks is an accurate portrayal of the learners' knowledge; skills and values tasks are available to schools.	1	2	1	2	22	36	36	60
4.5.2.3.9. Moderation ensures that learners performance as reflected by the allocated marks is an accurate portrayal of the learners knowledge, skills and values	8	13	21	35	25	42	6	10

Table 4.3 indicates that 63% (38) of participants strongly agreed, followed by 30% (18) who agreed, while 5% (3) disagreed and 2% (1) strongly disagreed that moderation of assessment tasks helps teachers to improve in setting and marking of assessment tasks. The table shows that of 93% (56) of the teachers believe that if moderation of assessment tasks is conducted adequately, it would help teachers to set and mark assessment tasks properly. The literature review also indicated that when assessment tasks, tests and examinations are used as a form of assessment, they should contribute positively to the learners' progress (DoE, 2010:54). This implies that the moderation of assessment tasks helps teachers to improve by setting quality tasks and marking of learners' work accordingly.

Table 4.3 states that 63% (38) of participants strongly agreed, 31% (18) agreed while 3% (2) strongly disagreed and the same 3% (2) disagreed that types and forms of assessment tasks can expose teachers to assess learners correctly in Business Studies. The results suggest that the majority of participants 94% (56) strongly agreed with the statements as most teachers are exposed to use different types of assessment when assessing learners. The literature review also supports the view that there are other types of assessment tasks that are recommended in Business Studies (DoE, 2007:10). This implies that the majority of teachers are exposed to different types of assessment tasks when assessing learners in Business Studies.

Table 4.3 shows that 68% (41) of participants strongly agreed that formative and summative assessment tasks provide meaningful feedback to learners about their work and 25% (15) agreed with the statement. Only 5% (3) strongly disagreed with the statement and 2% (1) of the participants disagreed. The majority of participants 93 % (59) also support the view of the literature which indicates that the purpose of formative assessment is to inform the learners about how to do better, which means that marks are provided with the feedback which is given to learners for improvement (Knight, 2001:7). This implies that the majority of teachers consider formative and summative assessment tasks because they provide meaningful feedback to learners about their work and gives advantages to learners who are assessed on different types of assessment.

Table 4.3 indicates that 52% (31) of participants strongly agreed, followed by 33% (20) who agreed that Subject Advisors workshop teachers to use different types of assessment tasks. Only 12% (7) strongly disagreed while 3% (2) disagreed, that Subject Advisors workshop teacher on how to apply different types of assessment tasks. It further shows that 84% (51) of participants agreed that Subject Advisors conduct workshops for teachers to use different types of assessment tasks. Literature review supports that School Principals as managers remain relevant to manage process of moderation in schools (DoE, 2005:8). This means that most of the teachers were works hoped by Subject Advisors to use different types of assessment. The influence of principals as

managers remains relevant to enhance the effective moderation of Business Studies assessment tasks in summative and baseline moderation.

Table 4.3 shows that 70% (42) of participants strongly agreed, 25% (15) agreed that the influence of principals as managers remains relevant to enhance the effective moderation of Business Studies assessment tasks in the summative and baseline. Only a small percentage of 3% (2) strongly disagreed and 2% (1) disagreed that the influence of principals as managers remains relevant to enhance the effective moderation of Business Studies assessment tasks in the summative and baseline. It is clear from the above discussion that principals and HODs are key participants of ensuring quality and moderation of assessment tasks in terms of the school effectiveness and efficiency (Houlinhan, 2012: 122).

Table 4.3 shows that 50% (30) of participants strongly agreed and 25 % (15) agreed that HODs encourage teachers to give quality of assessment tasks in Business Studies. Few participants 22% (13) strongly disagreed, while 3% (2) disagreed that HODs encourage teachers to give quality of assessment tasks in Business Studies. A majority of 85% (45) participants agreed that HODs encourage teachers to give quality of assessment tasks in Business Studies. Literature indicates that the examination question papers in Business Studies at the FET band are set and moderated by HODs and Subject Advisors to ensure consistency in standards across circuits and district (DoE, 2005:7). This means that it is important for the HODs to encourage teachers to set quality assessment tasks in schools in order to meet the set national standard.

Table 4.4: The Challenges of Moderation of Business Studies Assessment Tasks in the FET Band

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
4.5.2.4.1 Moderation of assessment tasks ensures that tasks given to learners are up to standard.	8	13	21	35	25	42	6	10
4.5.2.4.2 Business Studies teachers have integrity in moderation of assessment tasks.	2	3	1	2	35	58	22	37
4.5.2.4.3 Teachers adheres to the policies and implementation of school-based moderation.	2	3	3	5	28	47	27	45
4.5.2.4.4 Business Studies teachers have self-confidence when marking learner's assessment tasks after attended memorandum discussion.	1	2	4	6	16	27	39	65
4.5.2.4.5 Teachers have misconceptions in moderation of assessment tasks.	13	22	12	20	27	47	8	13
4.5.2.4.6 Teachers find it difficult to undergo the process of being moderated.	15	25	14	23	18	30	13	22
4.5.3.3.7 Teachers should understand why moderation of assessment tasks is conducted.	2	3	1	2	20	33	37	62

Table 4.4 shows that 50% (30) of participants strongly agreed, 32% (19) agreed that principals encourage HODs to attend setting and moderation of assessment tasks workshops. Few strongly disagreed 8% (5) and lastly 10% (6) disagreed that principals encourage HODs to attend setting and moderation of assessment tasks workshops. Literature findings indicate that moderation of assessment tasks is the process which

should be both accountable and transparent, conducted by the moderator by recording all the findings and recommendations in the moderators' reports (Ingvarson & Beavis, 2004:16). This implies that if school principals encourage HODs to attend setting and moderation of assessment tasks workshops, moderation of assessment tasks can be done properly,

Table 4.4 indicates that 60% (36) of participants strongly agreed and 36% (22) agreed that moderation of assessment tasks ensures that learners' performance as reflected by the allocated marks is an accurate portrayal of the learners' knowledge, skills and values. Only 2% (1) strongly disagreed and 2% (1) disagree with the statement. It shows that 96% (58) of the teachers agreed that the moderation of assessment tasks ensures that learners' performance as reflected by the allocated marks is an accurate portrayal of the learners' knowledge, skills and values. Literature indicates that the moderation of assessment tasks is the process of verifying that the requirements of learners' assessment tasks are met by the teachers at school (Ramalepe, 2010:568). This implies that the moderation of assessment tasks should be more effective and fruitful because teachers will do the right thing and follow the correct procedure of allocating and recording learners' marks by implementing assessment policies.

Table 4.4 shows that 42% (25) agreed that moderation of assessment tasks ensures that tasks given to learners are up to standard. 35% (21) strongly disagreed with the statement. 10% (6) strongly agreed that moderation of assessment tasks ensures that tasks given to learners are up to standard while 13% (8) disagreed with the statement. It also shows that 52% (31) participants believe that the assessment tasks that are given to learners are up to standard, but 48% (29) show that some of the assessment tasks given to learners are not up to standard. A literature finding indicates that totals of some question papers are correctly indicated, but when the addition is checked, the marks are actually substantially lower (DoE, 2014:29). This implies that some teachers assess correctly while others do not give learners tasks that are up to standard.

Table 4.4 shows that 58% (35) teachers agreed and 37% (33) teachers strongly agreed that Business Studies teachers have integrity in moderation of assessment tasks, while 2% (1) strongly disagreed and 3% (1) disagreed that Business Studies teachers have integrity in moderation of assessment tasks. It further shows that 95% (88) of participants support that moderation of assessment tasks should be handled with integrity. Literature findings indicates that formal assessment tasks are used to measure the performance of all learners in a common paper, whereas the assessment of learners in informal assessment tasks lacks standardization and is largely dependent on the teacher's perception (Singh, 2004:4). This indicates that the majority of teachers regard moderation of Business Studies as important and they handle it with integrity.

Table 4.4 indicates that 65% (39) of participants strongly agreed and 27% (16) agreed that Business Studies teachers have self-confidence when marking learner's assessment tasks after attending memorandum discussion. Only 6% (4) strongly disagreed and 2% (1) disagreed that business studies teachers have self-confidence when marking learners' assessment tasks after attending memorandum discussion. Majority of 92% (55) participants indicated that teachers have self confidence in marking after they have attended memorandum discussion. Literature finding reveals that markers gained self-confidence to mark learner's scripts at marking center's after attended memorandum discussion with examiners (Leepile, 2009:133). This implies that many participants agreed that teachers gain self-confidence of marking assessment tasks when they have attended memorandum discussion.

Table 4.4 shows that 45% (27) of participants agreed that teachers have misconceptions in moderation of assessment tasks while 20% (12) strongly disagreed with the statement. Only 22% (13) disagreed that teachers have misconceptions in moderation of assessment tasks and 13% (8) teachers strongly agreed with the statement. Majority of 58% (35) agreed but 42% (25) disagreed with the statement. Findings from literature also concur with the view of other teachers when they indicated that teachers have serious misconceptions about moderation of assessment tasks as some teachers view moderation of assessment tasks as a form of punishment by the Department of Education

(Arter & McTighe, 2001:27). This implies that few teachers are uncertain as to whether moderation of assessment tasks assists them, so that they should set standardised tasks and be given appropriate feedback

Table 4.4 shows that 62% (37) of participants strongly agreed and 33% (20) agreed that teachers should understand why moderation of assessment tasks is conducted. Only 3% (2) disagreed and 2% (1) strongly disagreed that teachers do not understand why moderation of assessment tasks is conducted. The table also shows that 95% (57) agreed that it is important for teachers to understand why moderation of assessment tasks is conducted. It is clear from the literature that teachers are the key participants of ensuring that they should understand the importance of moderation of their assessment tasks by HODs (Houlinhan, 2012:67). This means that for moderation of assessment tasks to be effective teachers should have more understanding of assessments to be moderated.

Table 4.5: Strategies to Improve Moderation of Business Studies Assessment Tasks in the FET Band

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
4.5.3.3.1 Teachers should submit their files in time to be moderated so that they can get their feedback and interact with moderators.	9	15	16	27	28	47	7	11
4.5.3.3.2 Teachers should correct their files after moderation.	6	10	19	32	25	42	10	16
4.5.3.3.3 The department of education should conduct workshops about the importance of moderation.	7	12	5	8	22	37	26	43
4.5.3.3.5 The Department of Education should conduct workshops on setting standardized assessment tasks and how they should be marked.	9	15	6	10	18	30	27	45
4.5.3.3.6 School Principals and Heads of Departments should conduct workshops on moderation in schools.	10	17	11	18	23	38	16	27
4.5.3.3.7 School Principals and Heads of Departments should conduct workshop on the role of moderation of assessment tasks	3	5	3	5	24	40	30	50
4.5.3.3.8 Moderation of Assessment task should continue to be conducted in schools.	4	7	10	17	16	26	30	50
4.5.3.3.9 Subject Advisors provide feedback to teachers about the findings of moderation of assessment tasks.	14	23	5	8	23	39	18	30

4.5.3.3.10 Business Studies teachers compile their files before submitting to moderation venues.	4	7	2	3	24	40	30	50
4.5.3.3.11 Teachers should always give feedback to learners after assessing them and after moderation.	1	2	4	6	12	20	43	72

Table 4.5 indicates that 47% (28) of participants agreed that teachers should submit their files on time to be moderated so that they can get their feedback and interact with moderators, while 27% (16) strongly disagreed with the statement. Only 11% (7) strongly agreed that teachers should submit their files in time to be moderated so that they can get their feedback and interact with moderators but 5% (9) disagreed with the statement. This means that more than half 58% (35) of the participants agreed that submission of files should be prioritized so that they can get feedback from moderators only 36% (25) disagreed with the statement. Literature findings indicate that moderation of assessment tasks provides feedback to teachers and learners because it enhances motivation, which is crucial to achievement (Linnenbrink & Pintrich, 2002:78). This implies that submission of files should be prioritized so that teachers and learners can get feedback from moderators

Table 4.5 indicates that 42% (25) of participants agreed that teachers should correct their files after moderation while 32% (19) strongly disagreed with the statement. Only 16% (10) strongly agreed that teachers should correct their files after moderation but 10% (6) disagreed with the statement. This shows that more than half of participants, 58% (35) agreed with the statement that teachers should correct their files after moderation of assessment tasks. Findings from the literature also concur with the view that teachers should correct their files after moderation, but some teachers are for the view that they should sample and select their preferred learners (DoE, 2010:13). This implies that different participants have different views of submitting their files to be moderated by HODs and Subject Advisors.

Table 4.5 shows that 43% (26) of participants strongly agreed that Department of Education should conduct workshops about the importance of moderation and 37% (22) agreed with the statement. A further 8% (5) strongly disagreed that the Department of Education should conduct workshops about the importance of moderation and 12% (7) disagreed with the statement. This then shows that overwhelming majority of 80% (48) agreed with the statement that the Department of Education should conduct workshops for Business Studies on moderation of assessment tasks. Literature emphasizes that continuous professional teachers' development should be provided on moderation of Business Studies assessment tasks (Singh, 2004:118). The above discussion concurs with the statement that the Department of Education should conduct workshops on moderation of assessment tasks in schools.

Table 4.5 shows that 45% (27) of participants strongly agreed and 30% (18) agreed that the Department of Education should conduct workshops on setting standardized assessment tasks and how they should be marked. Only 15% (9) strongly disagreed with the idea and 10 % (6) were against the idea. This shows that the majority of participants 80% (48) believe that workshops should be conducted on setting standardized assessment tasks. A literature finding shows that school-based workshops should be conducted for teachers by HODs (Singh, 2004:118). This implies that the Department of Education should continue to empower Principals and HODs as well as teachers on setting standardized assessment tasks.

Table 4.5 indicates that 38% (23) of participants agreed that School Principals and Heads of Departments should conduct workshops on the importance of formal assessment tasks to be moderated in schools, while 27% (16) participants strongly agreed with the statement. Only 18% (11) of the participants strongly disagreed with the statement whereas 17% (10) participants disagreed with the statement. This implies that 65% (39) of the participants agreed that School Principals and Heads of Departments should conduct workshops on the importance of formal assessment tasks to be moderated in schools. A literature finding indicates that training of School Principals and Heads of

Departments as well as teachers is important so that they will be able to demonstrate the necessary competence of moderating formal assessment tasks (Maxwell, 2002:8).

Table 4.5 shows that 50% (30) of participants strongly agreed that Subject Advisors should encourage all School Principals to manage moderation of assessment tasks in schools and 40% (24) of participants agreed with the statement. Only 5% (3) of participants strongly disagreed that Subject Advisors should encourage all School Principals to manage moderation of assessment tasks in schools and 5 % (3) participants disagreed with the statement. Therefore, an overwhelming 90% (64) of the participants agreed with the statement. The Findings from the literature indicates that moderation of assessment tasks should be managed by SMTs (DoE, 2010:58). This implies that School Principals should manage moderation process in schools.

Table 4.5 shows that 50% (30) of participants strongly agreed that moderation of assessment tasks should continue to be conducted in all schools and 26 % (16) agreed with the statement. Only 17% (10) participants strongly disagreed that moderation of assessment tasks should continue to be conducted in all schools while 7% (4) participants disagreed with the statement. The results suggest that the majority of participants 77% (46) agreed with the statement. Literature indicates that moderation of assessment tasks should be conducted in schools (DoE, 2010:64). This implies that the moderation of assessment tasks is important in schools.

Table 4.5 shows that 39% (23) of participants agreed that Subject Advisors should always provide feedback to teachers about the findings of moderation and 30% (18) participants strongly agreed with the statement. Only 23 % (14) participants disagreed that Subject Advisors should always provide feedback to teachers about the findings of moderation of assessment tasks while 8% (5) participants strongly disagreed with the statement. This shows that 69% (37) most of the participants agreed with the statement. Literature indicates that feedback on moderation of assessment tasks should be given (Ramalebana, 2001:47). This implies that Subject Advisors and HODs should always provide feedback to teachers on moderation of assessment tasks.

Table 4.5 indicates that 50% (30) of participants strongly agreed that Business Studies teachers' files should be compiled before being submitted to moderation venues and 40 % (24) of participants agreed with the idea. Only 7%(4) of participants did not agree that Business Studies teachers should compile files before being submitted to moderation venues but 3%(2) strongly disagreed with the statement. This shows that 90% (64) of the participants agreed with the idea. Literature indicates that teachers and learners files are submitted to moderation (Berry & Adamson, 2012:4). This implies that after school-based moderation, CASS files should be submitted to moderation venues.

Table 4.5 indicates that 72% (43) of participants strongly agreed that teachers should always give feedback to learners after assessing them and after moderation and 20% (12) of participants agreed with the statement. Only 6% (4) strongly disagreed that teachers should always give feedback to learners after assessing them and after moderation while 2 % (1) of participants disagreed with the statement. This shows that the majority of 91% (55) participants are prepared to give feedback to learners. Literature indicates that learners should be give feedback after assessment tasks has been marked (SAFCERT, 2002:31). This implies that teachers should involve learners in the assessment tasks process.

4.5.3 Test of Significance of Statistical Data

This section tests the significance of statistical data of teachers. The test of significance of statistical data was used to test the validity and reliability of the study.

Table 4.6: Test of Significance of Statistical Data of Validity and Reliability

		Sum of Squares	df	Mean Square	F	Sig
Between People		174.095	59	2.951		
Within People	Between Items	152.758	30	5.092	14.163	.000
	Residual	636.339	1770	.360		
	Total	789.097	1800	.438		
Total		963.191	1859	.518		

Grand Mean = 3.47

Alpha	No of Items
.878	31

Table 4.6 Cronbach's Alpha was used to test the reliability and validity of the study. Cronbach's Alpha is commonly used to measure internal consistency reliability. "The Cronbach's Alpha provides a coefficient of inter-item correlations that is the correlation of each item with the sum of all the other items." (Cohen, Manion, and Morrison, 2007: 506). Cronbach' alpha quantified this reliability by proposing a coefficient which theoretically ranges from 0 to 1. If alpha (α) is near 0 then the quantified answers are no reliable, and if alpha (α) is close to 1 the answers are very reliable. According to the questionnaires were collected from small samples of participants. The number of Cronbach's Alpha was 0.878 that is acceptable level therefore this research is reliable.

Validity is concerned with "the integrity of the conclusions that are generated from a piece of research" (Bryman and Bell, 2007:41). The process of survey, the questionnaire was testes to ensure the questionnaire is understandable and acceptable. The empirical data was analyzed with SPSS version 25 for windows which is possibly the most widely used computer software for the analysis of quantitative data. Therefore, this research can be

safely said to be highly valid. The results shows that state of teachers' moderation of Business Studies assessment tasks are reliable as confirmed by the statistics. In this study, the number of Cronbach's Alpha is 0.878 that is acceptable level; therefore, this research is reliable and valid.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.788 ^a	2	.675
Likelihood Ratio	.783	2	.676
Linear-by-Linear Association	.741	1	.389
No of Valid Cases	60		

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.60.

Significance of statistical data was used to analyse the Independence of teachers to use types of assessment tasks, challenges and strategies to improve moderation for Business Studies assessment tasks in the FET band. If the 0 cells (0,0%) is expected to be less than 5 and the minimum is expected to be 5,60. If the p-value is more than 0.05, the moderation of business studies assessment tasks in the further education and training band is independence. This study, revealed that teachers are independence to use types of assessment tasks, challenges and strategies to improve moderation of Business Studies assessment tasks, p-value were from 0.675 that was more than 0.05.

4.6 INTEGRATION

This section relates to the integration of the qualitative and quantitative results. Both qualitative and quantitative data were collected concurrently. The two databases were used to determine if there is convergence and divergence or differences. Integration involves comparison, confirmation, disconfirmation, cross-validation or corroboration (Cresswell, 2009:213). The qualitative data were collected from Subject Advisors, School

Principals and HODs through interview schedules. The quantitative data were collected from teachers through a questionnaire.

Woolley (2009:7) suggests that qualitative and quantitative data can be considered integrated to the extent that these data are explicitly related to each other in a mutually illuminating manner, producing findings that are greater than the sum of each dimension. In this research, qualitative and quantitative data were integrated during the process of data collection and data analysis as well as at the stage of reporting results.

The interview experience that the researcher gained in collecting qualitative data facilitated the quantitative study in terms of moderation of Business Studies assessment tasks in the FET band. The variables used in the qualitative study were also helpful to formulate interview questions about moderation of Business Studies assessment tasks. Integration enables the findings from qualitative study and quantitative study to be further compared and connected. It also affords empirical results from one approach to complement the other. The integration of qualitative and quantitative achieves evidence of triangulation in some important findings, thus enhances the validity of the overall research.

The Differences are as follows:

The qualitative and quantitative studies had different samples sizes. The qualitative data was collected from different smaller samples of participants than quantitative data. Qualitative data were collected from three (3) Subject Advisors, six (6) School Principals, six (6) HODs and quantitative data was collected from sixty (60) teachers.

4.6.1 Corroboration

Subject Advisors, School Principals, HODs and teachers mentioned that moderation of Business Studies assessment tasks is very difficult and demanding in terms of setting and moderation. This idea is corroborated in the literature review (see literature review, section 2.2.1.1:17). Moderation has procedures and practices to be followed when

assessment tasks are set. Some School Principals and HODs who moderate Business Studies do not have content knowledge of the subject (see literature review, section 2.6.2:45). It was pointed out by School Principals that some of the HODs are redeployed from different schools and are made HODs for the subject in whom they do not have adequate background. Subject Advisors, School Principals, HODs and teachers suggested that HODs and teachers should be trained to set and moderate Business Studies assessment tasks.

4.7 CONCLUSION

In this chapter, data from the interview schedules and questionnaires were presented. The data were collected from the Subject Advisors, School Principals and Business Studies teachers in the FET band in the Vhembe District in the Limpopo Province. The data indicated that the majority of School Principals and Heads of Departments did not properly moderate Business Studies assessment tasks in the FET band. It has become evident that the majority of Business Studies teachers does not have knowledge regarding the assessment tasks and also have negative attitudes towards assessment tasks moderation. Most of the participants feel that the Department of Education should continue to conduct workshops for School Principals and HODs regarding moderation of assessment tasks. In this regard, challenges such as lack of dedication and commitment result in negative attitudes among School Principals, HODs and teachers in setting quality papers and moderation of assessment tasks.

CHAPTER 5

SUMMARY, LIMITATIONS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 INTRODUCTION

This chapter presents the summary, limitations of the study, conclusion and recommendations of the study. It further gives the suggestions for further study and conclusion remarks.

5.2 SUMMARY OF THE STUDY

The summary of the study outlines the outcomes of the investigation as guided by the research questions and emerging themes.

5.2.1 How the Study Responded to the Research Questions

Research Question 1: What is the state of the Moderation of Business Studies Assessment tasks in the FET Band?

Subject Advisors, School Principals and HODs showed a common understanding on the moderation of assessment tasks as they manage and conduct moderation, where learners' work is checked, verified whether teachers considered all the cognitive levels, when assessment tasks were being set. Teacher's responses also showed that there is a lack of subject content knowledge among teachers and negative attitudes towards moderation of Business Studies assessment.

The moderation of assessment tasks deals with verification of results of continuous and external assessment tasks (See paragraph 5, p 69). The majority of teachers reflected an understanding of the concept of moderation of assessment tasks.

The research also found that the majority of the participants are relevant as they play important roles in moderation of Business Studies assessment tasks. They have a responsibility to ensure that there is consistency in the marking of learners' scripts.

Research Question No. 2. (How do you ensure that there is full compliance by schools in using templates and instruments in the moderation of Business Studies assessment tasks?)

Subject Advisors, School Principals and HODs indicated that schools are supplied with templates and instruments of moderation of assessment tasks. Subject Advisors revealed that HODs and teachers are not complying in the utilisation of Business Studies moderation templates and instruments. Subject Advisors and HODs indicated that moderation is conducted in both informal and formal assessment tasks. It is clear that all the participants believed that School Principals, HODs and teachers should be developed professionally regarding the use of appropriate tools when setting quality tasks and moderation of assessment tasks in the FET band (See paragraph 1, p 74). Templates and instruments help School Principals and HODs to manage and conduct moderation of assessment tasks appropriately.

Research Question No. 3. What are the Challenges of Moderation of Business Studies Assessment tasks in the FET BAND?

Subject Advisors and School Principals revealed that lack of dedication and commitment form part of the major challenges that are faced by HODs when they moderate Business Studies assessment tasks. Late submission of assessment tasks by teachers have a negative impact on the moderation as HODs will not have enough time to moderate and give meaningful feedback (See paragraph 1, p.76). Some assessment tasks exhibited technical mistakes. Subject Advisors and HODs indicated that most of the assessment tasks do not cover cognitive demands and levels of difficulty. All the participants also concurred with the fact that moderation of Business Studies assessment tasks are not

conducted properly. The production of assessment tasks was viewed to rely on previous papers and textbooks without considering cognitive demands and levels of difficulty.

Research Question No. 4. Which strategies can be used to improve the moderation of Business Studies Assessment tasks in the FET band?

Subject Advisors and School Principals revealed that training and identifying schools to be moderated on-site are strategies that can help HODs. On site-moderation, Subject Advisors assist HODs and teachers at the same time. In terms of on-site moderation, Subject Advisors should address challenges that affect HODs and teachers. Workshops on training of moderation of assessment tasks are required to share ideas and best practices (See paragraph 5, p. 81).

5.2.2 Summary of the Literature Review

Summary of the literature review is discussed in this section:

Literature review showed that School Principals and HODs experience challenges when they moderate Business Studies assessment tasks. Moderation of assessment tasks affects HODs when they moderate tasks that are not standardised. The way moderation is conducted in schools affects the tasks that are set by teachers. The fact that most of schools do not have Business Studies trained HODs affects schools. The literature review also revealed that countries like Australia, New Zealand and Hong Kong also experience problem on moderation of assessment tasks (See paragraph 2, p. 33).

It is also important to develop acceptable standards of quality moderation of Business Studies assessment tasks in schools and districts. School Principals and HODs should capacitate teachers to set quality assessment tasks. The study showed lack of knowledge from HODs who moderate Business Studies as they teach other subjects and not Business Studies. Literature review also showed that some of teachers are unable to identify assessment tasks tools to be used. It also revealed that School Principals and

HODs who moderate Business Studies also need training on how to set and moderate assessment tasks (See paragraph 5: p. 81).

Literature revealed that there are strategies that can be used to improve moderation of Business Studies assessment tasks at FET band. Subject Advisors and HODs should give feedback to teachers on moderation of assessment tasks. School Principals and HODs should be trained by Subject Advisors to manage moderation of assessment tasks.

5.2.3 Summary of the Empirical Findings

Findings reveal that Subject Advisors, School Principals and HODs conduct moderation of assessment tasks differently in schools and that causes have some challenges.

5.2.3.1 State of moderation of Business Studies assessment tasks faced by Subject Advisors, School Principals and HODs

The findings of the research also pointed out that Subject Advisors, School Principals and HODs face challenges when assessment tasks are not submitted on time to be moderated. Subject Advisors and HODs revealed that assessment tasks are submitted with technical mistakes. HODs revealed that due to insufficient time and lack of content knowledge HODs face challenges to identify mistakes on time. Content knowledge has been seen as having an impact in moderation of Business Studies assessment tasks by HODs who have no in-depth knowledge of Business Studies and have a negative influence on rejection of CASS in grade 12 (See paragraph, p. 80).

HODs revealed that late submission of assessment tasks to be moderated is a major challenge. Majority of HODs also concurred with the fact that assessment tasks are submitted with mistakes which is a serious concern. Subject Advisors and HODs have challenges that they encounter when they moderate Business Studies assessment tasks.

5.2.3.2 Challenges faced by Subject Advisors, School Principals and HODs when moderating Business Studies assessment tasks

Collected data showed that Subject Advisors, School Principals and HODs have a common understanding of moderation of assessment tasks. Subject Advisors indicated that some HODs traced ticks of what teachers had marked because they lack subject content knowledge. School Principals indicated that they manage the process of moderation of assessment tasks through HODs. Hence, HODs experience some difficulties when they moderate Business Studies assessment tasks as some of them are not teaching Business Studies. HODs also revealed that some teachers have negative attitude and lack dedication and commitment that lead to poor marking of assessment tasks. HODs also claimed that they are not trained to set quality assessment tasks that are needed by external moderators.

5.2.3.3 Strategies that can be used to improve moderation of Business Studies assessment tasks

Qualitative results indicated that moderation is conducted in both informal and formal assessment tasks. Qualitative findings revealed that some HODs are using different templates when moderating teachers' assessment tasks. Subject Advisors and School Principals concur that district should continue to develop and distribute appropriate templates and tools for moderation. Literature indicates that one of the strategies is to use appropriate moderation template in moderation of assessment tasks to assist teachers to assess correctly (See paragraph 1, p. 79). This implies that reports on moderation of assessment tasks will have to be discussed with HODs and kept in teachers' files as evidence of moderators' report.

In order to improve moderation of assessment tasks, School Principals and HODs should manage the process of moderation and distribute moderation tools to teachers. School Principals and HODs should be trained to manage moderation at school, while teachers should be trained to set quality assessment tasks. Subject Advisors concurred with the School Principals and HODs by revealing that training is the best way to develop teachers to set quality assessment tasks.

From the qualitative and quantitative finding, it is clear that all the participants believe that moderation of Business Studies assessment tasks should be conducted correctly. Subject Advisors, School Principals, HODs and teachers share the same sentiment that training of setting and moderating assessment tasks is the best strategy to improve quality moderation (See paragraph 4, p. 74).

5.3 LIMITATIONS OF THE STUDY

This study has the following limitations:

- The study was only conducted at Soutpansberg Circuit Cluster under Nzhelele West, Nzhelele East, Soutpansberg North, Soutpansberg West and Soutpansberg East circuit in the Vhembe District of the Limpopo Province in South Africa.
- One of the problems encountered by the researcher when conducting the research was that some of the teachers did not understand why they should be participants. They thought they would not benefit from the information they would provide.
- Due to insufficient money, the research was restricted to five circuits in the Soutpansberg Circuit Cluster. However, small samples of the population were used in the study. The researcher contends that if more circuits had been used in the research, different findings might have emerged.
- Soutpansberg Circuit Cluster is located at Makhado Municipality which consisted by 5 circuits. The research findings are limited to rural area perceptions only; therefore, the results could have been different if schools that are situated in urban areas were included in the study.

5.4 CONCLUSION

The study investigated moderation of Business Studies assessment tasks in the FET band within the Vhembe District Department of Basic Education in the Limpopo Province. The literature review and the empirical findings suggest that School Principals and HODs need special training on moderation of assessment tasks. Teachers should be trained on the setting of assessment tasks. School Principals, HODs and teachers need to be exposed to training on the best strategies recommended in this study in order to improve the setting and moderation of assessment tasks. There should be a close cooperation between Examiners, Deputy Chief Education Specialist, Subject Advisors, SMTs and teachers for effective moderation of Business Studies assessment tasks. In view of the above, it is important to make sure moderation of Business Studies is conducted adequately in schools.

5.5 RECOMMENDATIONS

The study recommends that:

- Subject Advisors should train School Principals and HODs to effectively conduct moderation of Business Studies assessment tasks properly.
- Approved completed templates for moderation assessment tasks should be kept in the teachers' file.
- Teachers should set assessment tasks in advance and submit to HODs on time for moderation.
- All relevant stakeholders like District Director, Circuit managers, Subject Advisors, unions and parents motivate teachers to be dedicated and committed to their work.
- School Principals and HODs should develop special programmes that can be used to encourage teachers to set quality assessments.
- District should have more in-service training and workshops to develop HODs and teachers to set quality assessment tasks.

5.7 SUGGESTIONS FOR FURTHER STUDY

The study realized its purpose to investigate challenges of moderation of Business Studies assessment tasks in the FET band. However, the researcher suggests that further studies be conducted on the moderation of Business Studies assessment tasks.

The following are suggestions for further study:

- Attitudes of teachers towards moderation of Business Studies assessment tasks in the FET band.
- The study was confined to secondary schools who are offering Business Studies in the Soutpansberg Circuit Cluster in Vhembe District. However, not all secondary schools in the Soutpansberg Circuit Cluster were covered in the District. A further suggestion would be that a similar study be conducted in the other circuits and schools in order to investigate whether the study would yield similar findings regarding moderation of Business Studies assessment tasks in the FET band.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR SUBJECT ADVISORS ON MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS AT FURTHER EDUCATION AND TRAINING BAND

1. BIOGRAPHICAL INFORMATION FOR SUBJECT ADVISORS

1.1 Age in years: _____.

1.2 Gender: _____

1.3 Experiences in years as a Subject Advisor: -----

1.4 Highest Professional Qualification: -----

1.5 Number of circuits you support: -----

2. CONTEXTUAL RESEARCH QUESTIONS

2.1. What role do you play in the moderation of assessment tasks for Business Studies?

2.2. How do you ensure that there is full compliance by schools in the implementation of moderation of assessment tasks?

2.3. What are the kinds of training district provided to School Principals and Heads of Department to improve the implementation of School–Based moderation in your schools?

2.4. In what way would moderation of assessment tasks be enhanced?

2.5. How does pre-moderation affect the quality of assessment tasks?

2.6. What are the challenges that have you encountered in the moderation of assessment tasks?

2.7. What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

THANK YOU FOR YOUR CO-ORPERATION!

APPENDIX B

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS ON MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS AT FURTHER EDUCATION AND TRAINING BAND

1. BIOGRAPHICAL INFORMATION FOR SCHOOL PRINCIPALS

1.1 Age in years: -----

1.2 Gender: -----

1.3 Highest Professional Qualification: -----

1.4 Experience as a Principal: -----

1.5 Teaching Experience in years: -----

2. CONTEXTUAL RESEARCH QUESTIONS

2.1. What role do you play in the moderation of assessment tasks for Business Studies?

2.2. How do you ensure that the moderation is conducted by Heads of Departments in accordance with the policy of assessment?

2.3. How do you manage the moderation of assessment tasks in your school?

2.4. How do you ensure that the moderation templates and tools are properly used by Heads of Departments in accordance with the policy of assessment?

2.5. What support do you receive to manage moderation effectively?

2.6. What are the challenges you encounter in the moderation of assessment tasks?

2.7. What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

THANK YOU FOR YOUR CO-OPERATION!

APPENDIX C

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS ON THE MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS AT THE FURTHER EDUCATION AND TRAINING BAND

1. BIOGRAPHICAL INFORMATION FOR HEADS OF DEPARTMENTS

1. 1. Age in years: -----
1. 2. Gender: -----
- 1.3. Highest Professional Qualification: -----
- 1.4. Highest Education qualification: -----
- 1.5. Experience in years as Head of Departments: -----
- 1.6. Teaching experience in years: -----

2. CONTEXTUAL RESEARCH QUESTIONS

- 2.1. What role do you play in the moderation of assessment tasks for Business Studies?
- 2.2. How do you conduct school- based moderation?
- 2.3. How do you manage the moderation of assessment tasks in your school?
- 2.4. How does pre-moderation and post- moderation affect quality of assessment task??
- 2.5. What support do you receive to manage moderation effectively?
- 2.6. What are the challenges you encounter when you moderate assessment tasks?
- 2.7. What strategies do you apply to improve moderation of Business Studies assessment tasks in the FET band?

THANK YOU FOR YOUR CO-ORPERATION!

APPENDIX D

CONSENT FORM FOR TEACHERS ON THE MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS AT THE FURTHER EDUCATION AND TRAINING BAND

This consent gathers information on moderation of Business Studies assessment tasks at the FET band. **The topic for this is: “Moderation of Business Studies assessment tasks at the FET band in the Soutpansberg Cluster of the Vhembe District in the Limpopo Province, South Africa.”**

The study aims to investigate the moderation of Business Studies assessment tasks in the Further Education and Training FET band (Grade 10-12). Information gathered in this investigation will be used to enlighten teachers on issues related to moderation of assessment tasks.

Please answer all the questions in this questionnaire. Your name is not required, therefore, feel free, honest and provide true responses to all the questions. By agreeing to fill in the questionnaire, it means you are also consenting to take part in this project. You are also free to withdraw from the project at any time, without stating reasons and you will in no way be victimized by so doing. However, you are kindly requested not to withdraw since your input is critical for the success of this project.

Rate your understanding on moderation of assessment tasks according to the following categories under section B and C, using the following keys:

Strongly Agree = 4; Agree = 3; Strongly Disagree = 2; Disagree = 1

Questions are divided into **6** sections: Section **1** is for biographical information, section **2** is about the state of moderation of Business Studies assessment tasks in the FET band and its purpose, section **3** is about the challenges faced in the moderation of assessment

tasks, section **4** is about issues and document to be moderated, **5** is the impact of moderation and section **6** is strategies to improve moderation of assessment tasks.

In section **1, 2, 3, 4, 5 and 6** you will be requested to put a tick on the appropriate box.

Please sign to show that you have consented and therefore participating voluntarily in this study.

Respondent's Signature: -----

Date: -----

APPENDIX E

QUESTIONNAIRE FOR TEACHERS ON THE MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS AT THE FURTHER EDUCATION AND TRAINING BAND

1. BIOGRAPHICAL INFORMATION OF TEACHERS ON THE MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FURTHER EDUCATION TRAINING BAND

1.1 Age in years: -----

1.2 Gender: -----

1.3 Highest Professional Qualification: -----

1.4 Highest Educational qualification: -----

1.5 Teaching Experience in years: -----

1.6 Major Subjects you studied for at College or University

Business Studies	Accounting	Economics	Maths	Geography	History	Life Science	Physical Science	Tourism	Other

2. THE STATE OF MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FET BAND

Rate your understanding of moderation according to the following categories:

4 – Strongly Agree

3 – Agree

2 – Strongly Disagree

1 - Disagree

Please put a tick in the appropriate box:

	Strongly Agree	Agree	Strongly Disagree	Disagree
2.1 Teachers understand the importance of moderation for Business Studies assessment tasks.	4	3	2	1
2.2 Moderation of Business Studies assessment tasks in the FET band serves its purposes.	4	3	2	1
2.3 Teachers are satisfied when their assessment tasks and files are moderated.	4	3	2	1
2.4 All teachers are given equal opportunities to give evidence of their marking as outcomes.	4	3	2	1
2.5 Moderation is fair, when what is assessed and marked is more or less the same.	4	3	2	1
2.6 All teachers are given equal opportunities to give evidence of their assessment tasks and marking to be moderated.	4	3	2	1

3. TYPES OF ASSESSMENT TASKS

Please put a tick in the appropriate box:

	Strongly Agree	Agree	Strongly Disagree	Disagree

3.1 Moderation of assessment tasks helps teachers to improve in setting and marking assessment tasks	4	3	2	1
3.2 Types of assessment tasks can be used to expose teachers to assess learners correctly in Business Studies.	4	3	2	1
3.3 Formative and summative assessments tasks provide meaningful feedback to the learners about their work.	4	3	2	1
3.4. Subject Advisors workshops teachers to use different types of assessment tasks.	4	3	2	1
3.5. The influence of principals as managers remains relevant to enhance the effective moderation of Business Studies assessment tasks in the summative and baseline	4	3	2	1
3.6 HODs encourage teachers to give quality informal assessment tasks in Business Studies.	4	3	2	1
3.7 Principals should encourage HODs to attend setting and moderation of assessment tasks workshops	4	3	2	1
3.8. Moderation of assessment tasks ensures that learner's performance as reflected by the allocated marks is an accurate portrayal of the learners' knowledge; skills and values tasks are available to schools.	4	3	2	1

4. CHALLENGES OF MODERATION OF BUSINESS STUDIES ASSESSMENT TASKS IN THE FET BAND:

Please put a tick in the appropriate box:

	Strongly Agree	Agree	Strongly Disagree	Disagree
4.1 Moderation of assessment tasks ensures that tasks given to learners are up to standard.	4	3	2	1
4.2 Business Studies teachers have integrity in moderation of assessment tasks.	4	3	2	1
4.3 Teachers adhere to the policies and implementation of school-based moderation.	4	3	2	1
4.4 Business Studies teachers have self-confidence when marking learner's assessment tasks after attended memorandum discussion.	4	3	2	1
4.5 Teachers have misconceptions in moderation of assessment tasks.	4	3	2	1
4.6 Teachers find it difficult to undergo the process of being moderated.	4	3	2	1
4.7 Teachers should understand why moderation of assessment tasks is conducted.	4	3	2	1

5. STRATEGIES TO IMPROVE MODERATION OF ASSESSMENT TASKS.

Please put a tick in the appropriate box:

	Strongly Agree	Agree	Strongly Disagree	Disagree
5.1 Teachers should submit their files in time to be moderated so that they can get their feedback and interact with moderators.	4	3	2	1
4.9 Teachers should correct their files after moderation.	4	3	2	1
5.1 The department of education should conduct workshops about the importance of moderation.	4	3	2	1
5.2 The Department of Education should conduct workshops on setting standardized assessment tasks and how they should be marked.	4	3	2	1
5.3 School Principals and Heads of Departments should conduct workshops on moderation in schools.	4	3	2	1
5.4 School Principals and Heads of Departments should conduct workshop on the role of moderation of assessment tasks	4	3	2	1
5.5 Moderation of assessment tasks should continue to be conducted in all schools	4	3	2	1
5.6 Subject Advisors provide feedback to teachers about the findings of moderation of assessment tasks.	4	3	2	1

5.7 Business Studies teachers compile their files before submitting to moderation venues.	4	3	2	1
5.8 Teachers should always give feedback to learners after assessing them and after moderation.	4	3	2	1

APPENDIX F

PERMISSION TO CONDUCT RESEARCH

Rantsu N.J
Cell. 0832986464

P.O.BOX 4264
Louis Trichardt
06 November 2017

Dear Principal

I am currently conducting research on the moderation of Business Studies assessment tasks in the FET band for the years 2016-2018. I have been granted permission by the Vhembe District Education Department to conduct research in a school under your jurisdiction, as it has been selected to take part in this research. Kindly grant me permission to conduct the study.

1. An interview will be conducted and it will take approximately 30 minutes.
2. There is no known risk involved in the research.
3. There are no costs involved.

You are assured that your identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.

.....

Rantsu NJ

APPENDIX G

CONSENT FORM

In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

I, have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times, I hereby (MARK the appropriate section).

Give consent

Do NOT give consent that the results may be used for research purposes.

Signature:

APPENDIX H

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

ENQ: Rantsu N.J
Cell: 082 550 45628
083 298 6464

P.O.BOX 4264
Louis Trichardt
0920
02 October 2017

District Director
Vhembe District
P/Bag x 2250
Thohoyandou
0950

Dear Sir



APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

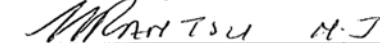
I would like to apply for a permission to conduct research in at least five of the six sampled schools in your District. The schools are in Vhembe District and the circuits are **Nzhelele West, Nzhelele East, Soutpansberg East, Soutpaberg West and Soutpansberg North in the Soutpansberg Cluster..**

I am currently completing my degree of **MASTERS OF EDUCATION IN CURRICULUM STUDIES** with the University of Venda and this research forms part of the requirements for my studies.

My supervisors are **Prof M.P. Mulaudzi and Dr T.E. Tshiovhe. My topic is "Moderation of Business Studies Assessment Tasks at the Further Education and Training Band in the Soutpansberg"**.

I do hope my application will be considered.

Yours Faithfully



Rantsu Ntshavheni Jacobus

Student No. 16023545

APPENDIX I

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH (VHEMBE)



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

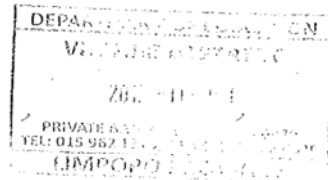
DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

CONFIDENTIALITY

REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

RANTSU N.J
P.O BOX 4264
LOUIS TRICHARDT
0920



APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. This serves to inform you that your request to conduct research on "**Moderation of Business Studies Assessment Tasks at the Further Education and Training Band in the Soutpansberg**" has been granted.
3. You are expected to observe research ethics by ensuring confidentiality, anonymity and voluntary participation by research subjects.
4. Kindly inform circuit managers and School Principals of selected school prior to your interactions with your research subjects
5. Wishing you the best in your study.


DISTRICT DIRECTOR

01/11/2017
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
~~APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH~~:2288

The heartland of southern Africa - development is about people!

APPENDIX J

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH (NZHELELE WEST)



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
NZHELELE WEST CIRCUIT

Enq: Ravele N.S
Tel No: 015 970 4537

TO: RANTSU N.J
P.O.BOX 4264
LOIS TRICHARDT
0920

APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH: RANTSU N.J

1. The above matter refers
2. This serves to inform you that your request to conduct research on "Moderation of Business Studies Assessment Task at the Further Education and Training Band in the Soutpansberg: has been granted
3. You are expected to observe research ethics by ensuring confidentiality, anonymity and voluntary participation by research subjects.
4. Wishing you the best in your study.


.....
NZHELELE WEST CIRCUIT MANAGER


2017-11-23
23.11.2017
DATE

APPENDIX K

CONSENT LETTER FOR CONDUCTING RESEARCH (NZHELELE EAST)

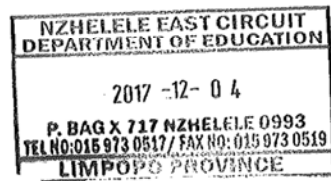


LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NZHELELE EAST CIRCUIT

REF NO : 54/1/1/1
ENQ : RAMUTSHELI M.D
TEL: 015 973 0517/9
DATE: 04 DECEMBER 2017



A CONSENT LETTER FOR CONDUCTING RESEARCH BY MR RANTSU N.J. TO CONDUCT RESEARCH IN OUR SCHOOLS

The above matter refers.
Our office would like to give permission to Mr Rantsu N.J. to conduct an educational research in our Secondary School with Business studies. The research is in condition that it should not disturb teaching and learning in our institutions.

Hoping that you will find this in order.


.....
THE CIRCUIT MANAGER NZHELELE EAST

APPENDIX L

EDITOR'S LETTER

SCHOOL OF HUMAN AND SOCIAL SCIENCES

8 May 2018

Department of Education
University of Venda
Thohoyandou
0950


Sir/madam

This serves to certify that I have proof-read N.J. Rantsu's research document titled, "Moderation of Business Studies Assessment Tasks in the Further Education and Training Band in the Soutpansberg Cluster"

The proof-reading entailed editing some parts from it; for example, to avoid wordiness, redundancy; sub-dividing sentences, and so on, to make the document more understandable. However, I have not tampered with the content of the document, except where this constituted repetition or made the document confusing.

The research is presently ready for examination.

Sincerely


.....
V.T. Bvuma
083 423 9227



University of Venda

UNIVERSITY OF VENDA

PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8172 FAX (015) 962 8416
E-mail: Vincent.Bvuma@univen.ac.za

"A quality driven, financial sustainable, rural-based comprehensive University"