

**EXPLORING TEACHERS' ENACTMENT OF THE CURRICULUM AND
ASSESSMENT POLICY STATEMENT (CAPS) IN SELECTED FREE STATE
PROVINCE SCHOOLS**

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PROVINCE SCHOOLS**

By

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DECLARATION

STUDENT NUMBER 48158054

I Kufakunesu Zano declare that **EXPLORING TEACHERS' ENACTMENT OF THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN SELECTED FREE STATE PROVINCE SCHOOLS** is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

Abstract

The study serves to explore teachers' enactment of the Curriculum and Assessment Policy Statement (CAPS) in selected Free State Province schools. The data was collected by means of semi-structured individual interviews. The respondents were grade 11 teachers whose schools were chosen by the researcher because all the respondents had undergone a week long CAPS training.

The study adopted a qualitative approach therefore a purposive non-probability sampling strategy was used to select the sample. The collected data from the respondents was analysed qualitatively and recommendations based on the research findings were made. In a nutshell, the teachers' enactment of CAPS still remains a tall order for the South African teacher but with sufficient support and encouragement to the teacher from all stakeholders it can become a success story.

Key terms

Curriculum, Implementation, Facilitative factors, Inhibitive factors, Themes, Apartheid, Curriculum enactment

List of abbreviations

CAPS	Curriculum and Assessment Policy Statements
CT	Communication Technology
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
HoD	Head of Department (school-based)
IT	Information Technology
ICT	Information Communication Technology
LF	Learning Facilitator
LO	Life Orientation
NCS	National Curriculum Statements
NPA	National Protocol for Assessment
NPPPR	National Policy Pertaining to the Promotion Requirements
OBE	Outcomes-based Education
SBA	School-based Assessment

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CHAPTER ONE: ORIENTATION TO THE STUDY

1.1 Introduction

We live in a time of rapid change time of moving forward. We tend to define ourselves in terms of where we are going, not where we come from. As such, we risk negating the importance of our history. But history is important! History, by its nature, does more than tell us about the past; it helps us understand why our present is as it is; it helps us understand the problems of the present and the way we try to resolve current problems in an attempt to secure a better future (Crabtree 1993 in Lemmer and van Wyk 2010).

A history of education in South Africa cannot be described in isolation from the prevailing cultural, economic or political contexts. Education has dealt with and has been used to serve the purpose of reproducing knowledge, traditions and value systems. It has reflected the distribution of power and the principles of social control. It has been used to strengthen and promote ideologies and education has been used as an instrument to support social, political, and economic transformation. It seems clear that education provision throughout South African history has essentially dealt with those value judgements that dominated a particular era or context. Taken as a whole, however, education has been about continuity, though also about change. In this study, teachers' enactment of selected provisions of CAPS with its envisaged changes (if any) on South African education system was discussed.

1.2 Background of the study

Curriculum change is often caused by a change in government. This is particularly true in oppressive countries in which an existing curriculum is regarded as representing a small minority of a population, and an illegitimate ideology. When apartheid was replaced by a democratic system, the majority of South Africans expected the new government to change the curriculum to one that reflected the values and beliefs of non-racial democracy (Hoadley and Jansen 2009: 209). Obviously, those denied of education

expected the new government to develop a system that provided them with access to good education. In many liberated countries in Africa, Asia and South America, school curricula are important symbols of liberation. Governments feel compelled to remove curriculum content and practices that are at odds with the principles of social justice, equity, and redress. That is why many liberated countries – South Africa is not an exception, the post- colonial governments significantly increased educational funding.

Since South Africa gained independence in 1994, the ANC-led government has made a raft of changes in education and the major ones being Curriculum 2005 (C2005), Revised National Curriculum Statement (RNCS) and the National Curriculum Statement (NCS). Chisholm (2005a; 193) identified three main stages in the development of the post-apartheid curriculum and these include syllabus revision, implementation of the Outcomes-based Education (OBE) through C2005 and review and revision of C2005. In the aftermath of the 1994 election, the syllabi were cleaned of their most offensive and outdated content (Chisholm 2005a).

On 24 March 1997, the new national Department of Education (DoE) launched C2005, informed by the principles of OBE as the foundation of the post-apartheid school curriculum. Hoadley and Jansen (2009: 161) identified the following as some of the failings of C2005: language and design features of C2005 were too cumbersome and complex for teachers to interpret and manage, the curriculum was under-specified and teachers' own lack of content knowledge meant they struggled to select and sequence content appropriately, lack of resources for teacher-training and support and there was little attention to coherent programme of conceptual development within learning areas.

Three years after the introduction of C2005, OBE was reviewed and revised. After the recommendations had been accepted, revision began. Following public hearings in 2001, and further refinement in the light of some public processes, the RNCS Grades R-9 and the NCS Grades 10-12 (2002), as the streamlined C2005 was named, became official policy in April 2002, to be implemented from 2004 (Chisholm, 2005a: 196). Basically RNCS came as a response to the criticism of C2005 as initially conceptualised. Cohen

and Welch in Hoadley and Jansen (2009: 311) said there was no doubt that in addition to simplifying the design features of the original curriculum, the RNCS made more explicit what teachers should be teaching learners in each grade. However, a closer analysis of the assessment standards suggested that in some learning areas the concept of progression was not well addressed, and that content duplication in different grades in different Learning Areas had been overlooked as had been in some places where integration could have been appropriately encouraged. There was also a sense that the curriculum was very full and content details too highly specified in certain grades in certain learning areas. The result was that teachers were likely to find difficulty to do more than cover the minimum prescribed when greater flexibility might have led to greater enrichment of learning programmes.

Ongoing implementation challenges resulted in another review in 2009 and the RNCS was revised (2002) and the NCS Grades 10-12. From 2012 the two National Curriculum Statements for grades R-9 and Grades 10-12 respectively, were combined in a single document and is simply known as National Curriculum Statement Grades R-12.

1.3 Rationale

The above has already shown that C2005 and RNCS Grades R-9 had their own fair share of problems therefore South Africa could not continue to follow a curriculum that had proven to be unsuccessful for more than decade of implementation. After more than a decade of previous curricula implementation, there is little evidence to suggest that the curricula were successful in producing the desired educational and social changes for a new South Africa. This research seeks to help show how CAPS is or is not just a carbon copy of the two major cited curricula and their failures or how it is a panacea to most of the curriculum problems that have been haunting the South African education system.

The questions have always been: What should be done to rectify the educational dilemma? What actions should be taken to optimally utilise the identified strengths and opportunities and to eradicate the weaknesses and threats in South African curricula?

What kind of curriculum would be the most appropriate and viable to achieve the desired vision of South Africa? The other challenge that has been facing teachers is how to implement educational practices that are sound and make significant differences in the lives of all South African learners. In order to plan and implement a viable curriculum in South Africa, a total rethinking is needed and should be undertaken by educationists and teachers.

All the above initiatives are clearly focused on transforming education but it also creates major challenges for teachers, as they are the ones who in the final instance, have to implement the changes as in the current CAPS.

1.4 Statement of the problem

Rapid changes on various levels in the field of education in South Africa have placed many demands on teachers which have had a profound effect on their job satisfaction and working lives (Maphalala 2006). Over the years South Africa has had a number of factors which have detrimentally influenced effective curriculum development: a new curriculum and the accompanying challenges of implementing it, many teachers are uninformed with regard to curriculum theory and practice, a tendency towards bureaucracy, a shortage of curriculum specialists, a lack of teacher contribution to curriculum development on meso- and macro-levels, and teachers and principals are often skeptical towards curriculum research and experimentation (Carl, Volschenk, Franken, Ehlers, Kotze, Louw and Van de Merwe 1988). The researcher takes this to mean that, in the current period of transformation (CAPS enactment), many of these problems have started to rear their ugly heads.

1:5 Research questions

More specifically, this study sought to find answers to the following research questions:

- What factors (if any) affect Grade 11 teachers' enactment of provisions of CAPS?

- How do Grade 11 teachers enact CAPS in their daily classroom activities?

1.6 Aims of the study

The aims of the study are:

- To determine the factors (if any) which affect Grade 11 teachers when enacting provisions of CAPS?
- To determine how Grade 11 teachers enact CAPS in their daily classroom activities?

1.7 Definition of terms

The following are the key terms that will be defined:

1.7.1 Apartheid

The system that used to exist in South Africa, in which only white people had full political and legal rights (Booyse, le Roux, Seroto and Wolhuter 2011)

1.7.2 Assessment policy

It is part of a curriculum design and is about the specific criteria and principles, as they may determine the quality of evaluation to a great extent. These criteria include validity and reliability (Carl 2010).

1.7.3 Curriculum

It is everything which takes place within a school, including co-curricular activities, guidance and interpersonal relationships (Carl 2010).

1.7.4 Curriculum and Assessment Policy Statements

The policy documents stipulating the aim, scope, content and assessment for each subject listed in the National Curriculum Statement Grades R-12 (DoE 2011: VIII).

1.7.5 National Curriculum Statements Grades R-12

A single document which comprises Curriculum and Assessment Policy Statements for all approved subjects, the National Policy Pertaining to the Promotion Requirements (NPPPR) and the National Protocol for Assessment (NPA) Grades R-12 (DoE 2011:III).

1.7.6 Enacted curriculum

It means the practised, lived, actual and experienced curriculum. Teachers approach teaching critically, interpret and adapt knowledge before they teach. Teachers are makers of curriculum rather than simply transmitters of someone else's curriculum (Hoadley and Jansen 2009).

1.7.7 Teacher

Someone whose job is to manage tasks which should be done in class, as well as homework, learners, time, resources and the learning environment (Landsberg, Kruger and Swart 2011: 76).

1.8 Literature review

In the Literature review, it was noted that the post-1994 era saw the drafting and acceptance of a new constitution and a bill of rights widely hailed as one of the most progressive in the world (Booyse et al 2011). These were to form the basis of the construction of a new society. As part of this reconstruction of society, education has

been assigned an important role. The new education system was to build on principles mostly diametrically opposite from those which had determined pre-1994 education. A new education policy, in the form of White Papers, acts and policy statements (CAPS included) appear.

There are a number of definitions alluded to 'curriculum' and in this study the researcher settled for only two by Ornstein and Hunkins (2004: 10) and Smith and Lovat (2006: 24) which both pointed to 'curriculum' and 'goals'. Curriculum implementation was also defined and its relation to curriculum dissemination was clearly spelt out. Two levels of curriculum implementation, macro and micro were clearly distinguished for the prospective readers of this study.

The requirements for successful implementation of any curriculum were adequately covered and these included money and adequate supply of other resources like classrooms and desks. The level of technological development and Information Communication and Technology (Landsberg, Kruger and Swart 2011) were other prerequisites for successful implementation of CAPS. School climate and parental involvement were also cited as other determinants of a successful teacher enactment of the CAPS.

In the Literature review, a brief introduction to CAPS, and the general aims of the South African curriculum were discussed too.

1.9 Research methodology

A qualitative research design was used in this study because the study was qualitative in nature too. Semi-structured individual interviews were used to collect data. Purposive sampling was used in 5 high schools, 20 Grade 11 high school teachers (4 per school) were chosen. Collected data was transcribed.

1.10 Plan of the study

In this study there are five chapters:

CHAPTER ONE

This chapter consists of the following: introduction, background of study, rationale, statement of the problem, research questions, aims of the study, definition of terms, literature review, plan of the study and conclusion.

CHAPTER TWO

Literature review and theoretical background of the study are provided in this chapter.

CHAPTER THREE

This consists of research design and methodology. It includes data collection, sampling, plan of organisation and collecting data.

CHAPTER FOUR

This chapter dwells on data analysis and interpretations on which the research questions were answered.

CHAPTER FIVE

This chapter dwells on the presentation of findings or results of the study, “teachers’ enactment of CAPS in Free State Province schools”. This chapter also consists of recommendations, summary and conclusion of the study.

1.10 Conclusion

Chapter one served to outline orientation to the study. The next chapter dealt with literature review and theoretical background of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Change is an ever-present phenomenon in life. There is an ever-changing nature attached to all things. Change has been recognised, accepted and even embraced as part of human life. Every dimension of human existence is subject to change. Just think about change in our physical world and environment-technological changes as well as social, cultural and political ones that may affect our everyday lives. On an almost daily basis, people even change their minds. It is human nature to perceive the world imperfect, and people are always aspiring to change things for the better. Therefore, change is not primarily intended to slow things down. It is rather intended to challenge existing things as being tentative, hypothetical and temporary in our search for improvement, advancement and innovation (Meyer, Lombard, Warnick and Wolhuter 2010: 1). Sometimes change is imposed on us, at other times it is self-driven and voluntary. Our perceptions or views about change can be either pessimistic or optimistic. Change may even be viewed as superficial when old things are treated in new ways, or substantive when fundamental changes are taking place.

Education reform is also attributable to change (Meyer et al. 2010: 2). It may be self-propelled, where changes are initiated and driven by the education sector, or it may be initiated and driven by external forces such politics. Since 1990, educational reform in South Africa has gained momentum largely through politically inclined initiatives. Envisaged political changes not only prompted educational reform, but served as motivation for reform (Meyer et al 2010). In the spirit of establishing progressive education, a series of sometimes uncoordinated deliberations and debates initiated by a variety of “educational stakeholders” took place between 1990 and 1996 to produce working papers and proposals aimed at reforming South African education. The reform process culminated on 24 March 1997 when (then) Minister of National Education, Sibusiso Bengu, officially launched Curriculum 2005 (Cross, Mungadi & Rouhani 2002: 178 in Meyer et al. 2010: 2). Based on the notion of OBE, it can be concluded that the

new curriculum initiative, introduced into schools in 1998, has substantially changed South Africa.

Education as is well known remains central to the discursive process of racial and cultural segregation. According to Baxton and Soudien in Jansen and Christie (1999: 131) during the apartheid era it was used not only to achieve social separation but, in so far as it was built around a social philosophy, also as the legitimating arena for white hegemony and the racial ordering produced around it. Within it the hidden and explicit curricula were configured to produce, reproduce and validate the legitimacy of separation and hierarchy. Central to it were presumptions of European superiority and African inferiority that were invoked as modern truths about human potential, progress and development. These truths provided the ideological foundations upon which apartheid education was built. Jansen and Christie (1999) claim that a flagrant feature of the education system was the extent to which schools for children other than white were object of neglect, indifference and discrimination. The system of teacher education, influenced largely by Fundamental Pedagogics and its philosophical position, contributed to training teachers who lacked the ability to exercise their professional autonomy. In particular, their authority and curricular competence were undermined to the point that they were prevented from developing an understanding of relationships between education and the context in which knowledge and understanding are created and shared (Jansen and Christie 1999). The resultant effect was that their professional identities were distorted, leaving them without the intellectual resources to critically assess their professional practice. Those resources they had to find them independently.

2.2 Theoretical framework

As this study explored teachers' enactment of CAPS, it needed to be housed in a theoretical framework related to the processes of curriculum enactment. In this literature review, two theoretical perspectives of looking at curriculum implementation were discussed. Curriculum planning and implementation draw on different sets of assumptions and models and use different discourses to respond to and examine different

contexts. A regulatory discourse is used for curriculum planning and pedagogic discourse for curriculum implementation (Barker and Adler 2005). While there are a wealth of books and articles examining the implementation of curricula (Barab and Luehmann 2003), there are relatively few looking at how this has been done in developing countries such as South Africa. Those that do either do not provide a model for analysis or present a model which Rogan and Grayson (2003) suggest is linear and endorsing a deficit approach.

The first theoretical framework used is the Rogan and Grayson's theory of curriculum implementation which provides a new framework based on the South African context which builds on the strengths of the school environment (Rogan and Grayson 2007b). This theory is based on three constructs for analyzing school implementation: profile of implementation, capacity to support innovation and support from outside agencies (Rogan and Grayson 2003). Each construct is composed of subconstructs. The relationships between those construct's (in circles) and their sub constructs (in boxes) can be seen in the framework in **Fig. 1** below.



Figure 1: Rogan and Grayson’s framework for analysis of curriculum implementation (Rogan 2007b)

The profile of implementation allows one to identify the extent to which the new curriculum is practiced in the classroom; levels of implementation are described within each subconstruct (Rogan and Grayson 2003). The levels describe the teachers' increasing repertoire of practice in which 'higher' levels include lower levels of practice. Factors identified by Rogan and Grayson that might affect the capacity of a school to innovate and thus implement CAPS and the influence of outside support are also represented as subconstructs in **Fig. 1**. Levels in the profile of capacity to innovate and in the profile of the outside support represent a progression towards a greater capacity to implement CAPS.

Rogan and Grayson's theoretical framework for implementation is premised on the need for starting by recognizing current reality and then moving on to build on the strength of various components of the educational system such as teachers, learners and the school environment. What this framework emphasizes is the recognition that there should be a next level to aspire to in line with values or expected outcomes of the curriculum. The framework recognizes that the diversity in quality of the schooling system in South Africa cannot be catered for by a blanket policy implementation strategy. It further maintains a positive outlook by focusing on the building and consolidation of strengths rather than focusing on remedying of weaknesses. Rogan and Grayson adapted Vygotsky's (1978) idea of Zone of Proximal Development (ZPD) to the field of curriculum and the school systems development. They refer to their analogous concept of curriculum and the school system development as the Zone of Feasible Innovation (ZFI), a hypothetical construct which suggests that innovation should not exceed current practice by too large gap between existing practice and the demands of the innovation. Successful innovation they suggest would be possible if the teacher takes a series of small steps from their current practice towards the goal of CAPS practices. The profiles provide schools at different levels of development with a framework by which they can analyse their present position and devise suitable and varied strategies that will enable them to move through their zone of feasible innovation to higher levels of implementation.

The second theoretical framework considered in this study was The Wheels of Factors Influencing Implementation of Policy and Practice created by Vince Whitman. This framework has twelve factors that play a major role in successful implementation. It is based on review of the extensive literature on diffusion of innovation, technology transfer, implementation research and education reform research. The framework also draws on considerable tacit knowledge from the design and operation of large-scale training and technical centres that provide services to international/ national and local agencies in their implementation of innovations and evidence-based programmes. Using many of these factors can also lead to sustainability and taking programmes to scale. **Fig. 2** below presents this theoretical framework.



Fig. 2 The wheel of factors influencing implementation of policy and practice (adapted from Vince Whitman 2005).

A review of supporting research evidence for the twelve factors in the Wheel follows. A key factor in the process of changing policy is to have a powerful concept or vision to inspire and motivate people to take action. More often than not, change occurs as a result of outside influences as discussed in more detail under “Attention to External Forces” new ideas requiring large changes are more likely to be embraced than ideas involving small, incremental ones. It can be nonlinear and is constantly evolving within the adaptive system of the school (Colquhoun 2005).

The next factor is dedicated time and resources as human, financial, technical and material. There must be the workforce within the human capacity and potential who can dedicate adequate time to implement new programmes. Sufficient time must be allowed to implement a full programme. Education system must determine realistically how much time will be needed and assess staff readiness and willingness to move in the new direction (Whitman and Aldinger 2009). Once implementation has begun, it typically takes 18 months to 3 years to actually see or capture evidence of change (Whitman and Aldinger 2009). Too often we evaluate programmes early on, when implementation is underway as shown in **Fig. 3** below, Cycle of Implementation and may fail to capture the change that is happening.

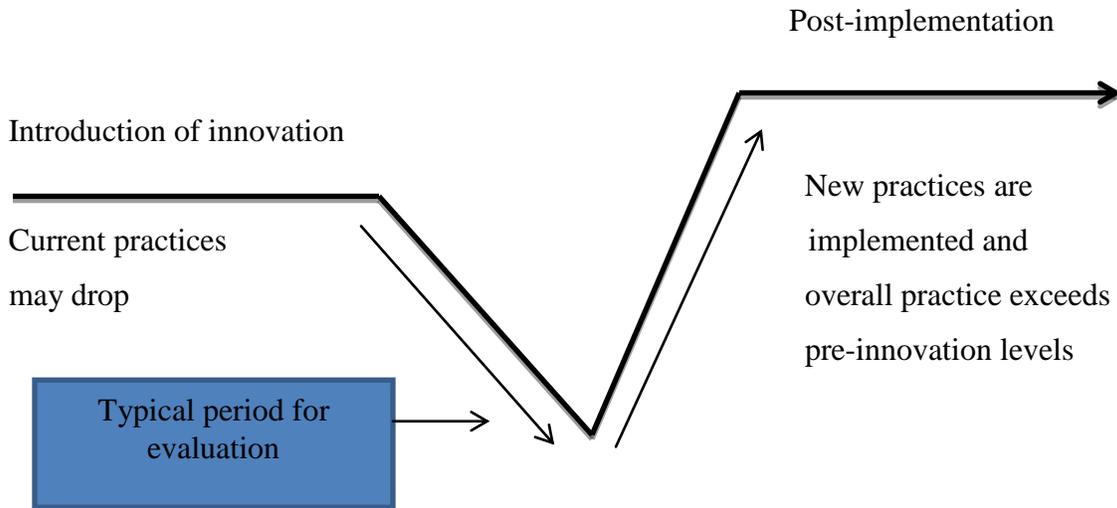


Fig. 3 Cycle of implementation

Central to the concept of education is the participation of parents, community members, teachers and students themselves in a participatory, democratic process to shape the learning environment. The schools reap benefits because each community is rich in resources that provide excellent learning environment. Schools should pay attention to and seriously plan for action to get parent, community involvement to achieve success in learning reform (Khemmani 2006: 122). **Fig. 4** reports on the importance of participation across levels and sectors in society for successful implementation of any public innovations (Glasgow and Emmons 2007).

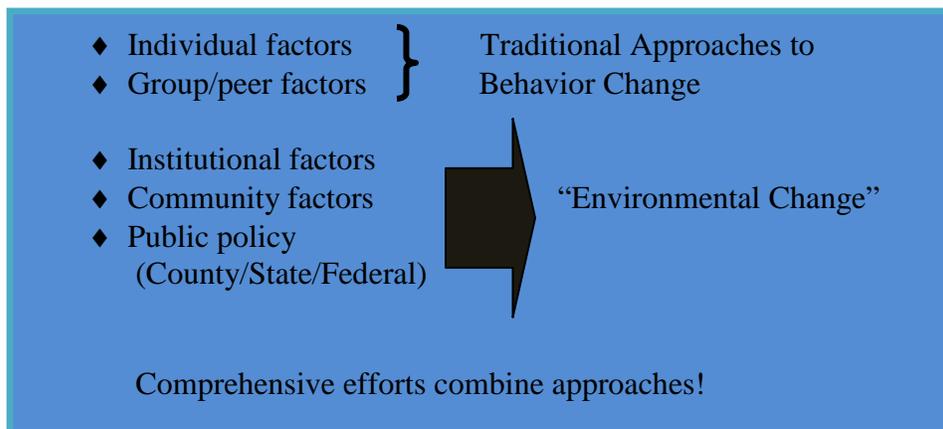


Fig. 4 Social-ecological model (Langford 2003)

What form and type of training is most likely to result in practice change? Providing professional development and ongoing opportunities for coaching and peer learning throughout the process of implementation an innovation are important methods to use. Professional development need to provide training to teams from the same agency involving at least 3 or 4 people from the same school who then can benefit from ongoing coaching and exchange over time (Whitman and Aldinger 2009). They can also become the critical mass that influences organisational norms. These features are most likely to positively affect implementation

Individuals who strongly support and advocate for a programme – champions and leaders at all levels - have often been cited by education agencies as of the primary reasons that they have been able to implement innovative programmes. In the schools system it is difficult to achieve the intended outcomes without the support of the principal (Kam, Greenberg and Walls 2003). The principal's commitment, dedication, support and ability to articulate the vision and motivate and inspire others are important.

In the education sector and elsewhere, the development of a strategic plan or logic model that provides administrative and management support for carrying out activities relative to goals is routinely recognised as important in achieving outcomes. Lacking a plan that sets priorities implementation goals and timelines, it may be difficult to measure progress over time and determine if a school for example is truly achieving success (Ashby 2007). Change can be stimulated and driven by a range of factors in the macro environment. For education and reform in schools, such factors include government laws and regulations affecting education, national and international comparisons on test scores and major economic and social-political changes. In a review of curriculum implementation in South Africa, the role of the very dynamic nongovernmental organisations (NGOs) which were established in the 1970s and 1980s was described as able to stimulate innovation and undertake professional activities particularly in black education in ways that the apartheid government was either unable or unwilling to do (Rogan and Grayson 2008:

152). Being aware of and capitalizing on a range of external factors that drive change can support various aspects of the implementation process (Rogan 2003).

Another factor to be discussed is the readiness of schools to implement change to policy or practice and this is contingent on a variety of conditions influenced by the factors described above and others. The uniqueness of each organisation and situation offers many challenges to the assessment of readiness and the implementation process. Three general areas that affect the overall stage of readiness are strategic planning, preparation and the organisational readiness and functioning for the actual implementation process (Simpson and Flynn 2007). Organisational readiness and functioning depend on several factors such as the level of motivation among staff and the surrounding community, assessment of risks and anticipated outcomes, professional development and training and the availability of resources and support. By carefully addressing these concerns, readiness can be enhanced and maintained throughout the implementation process (Whitman 2009).

Last, the connections among theory, research and practice must be well understood to advance the stage of readiness (Whitman 2005). Knowledge of how to accurately interpret other experiences and research for use in a new setting can bridge these areas and help establish workable plans for evaluation and monitoring. If adequate readiness is not achieved and maintained throughout the process, implementers may observe lower levels of organisational and individual reliability and longer timeframe allowances, if not complete project collapse (Fixsen, Naoom, Blasé and Friedman 2005)

The discussion has shown that Rogan and Grayson's theory of curriculum implementation' and Whitman's 'The 12 Wheel factors' are very important for success in the implementation process.

2.3 Definition of curriculum

There is a wide range of meanings of the term 'curriculum' (Carl 2010). Key players in

education represent a diversity of values and experience therefore it is extremely difficult to get wide public or professional consensus. We can consider the following selection of definitions of curriculum:

Smith and Lovat (2006: 24) define curriculum as decision-making action that integrates both intention and the manner in which the intention becomes operationalised into classroom reality. This reality, however, must be negotiated and modified because of a range of contextual circumstances. The decisions to be made in curriculum work, as we have begun to see and which will become clearer in this research, are choices from alternatives. Ideally, these choices should be explicitly identified and the consequences of each considered. The alternatives chosen reflect the ideologies and beliefs of the decision maker(s). In that sense, they derive from their interests, the chosen alternatives are the basis for the representation of a reality or view of the world included in the curriculum that protects and enhances the interests of the decision makers and the groups to which they belong.

In addition to the above definition, Ornstein and Hunkins (2004: 10) define curriculum as a plan for action or a written document that includes strategies for achieving desired goals or ends. This exemplifies a linear view of curriculum. The steps of planner are sequenced in advance. Curriculum can, however, be defined broadly as dealing with the experiences of the learner. This view considers almost anything in school, even outside of school as long as it is planned as part of the curriculum. It is rooted in Dewey's definition of experience and education.

Curriculum starts as a plan. It only becomes reality when teachers implement it with real students in a real classroom. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. Carl (2010: 133) says the implementation is the application phase of not only core syllabi but also the school's broad curriculum, every subject curriculum and every lesson unit/lesson. The participation of the instructional leaders and teachers determines successful and effective curriculum

implementation to a great extent. Schubert (1986: 42) in Carl (2010: 133) regards curriculum implementation as follows: Traditionally seen as the delivery process, implementation can be considered a system of engineering that takes design specifications through various channels to the teacher and classroom. Curriculum implementation depends on the level /fields on which the initial design is made and for whom it is envisaged. Thus the broad curriculum will be implemented at a classroom level. Schubert (1986: 42) in Carl (2010: 133) warns that this implementation must not be a mere carrying out of instructions but should recognise that developments take place within instructional-learning situations. It is important to note that dissemination and implementation are regarded as synonymous in most of the curriculum literature. For the purpose of this research they are regarded as two distinguishable (but not divisible) phases, as effective dissemination must take place before there can be effective implementation. Implementation is, nonetheless, also coupled with change and therefore the aspects in regard to change and renewal must be taken into account here.

Successful implementation, however, depends on the extent to which all consumers are informed and have been prepared for the envisaged change and whether they are prepared to associate themselves with it. Carl (2010: 134) also alleges that curriculum authors do not always give attention to implementation to the extent that they should. He even alleges that the condition arises where ‘curriculum designers do not know how to implement what they have designed’. The implication of this is that maximum involvement of all those having an interest in the curriculum is of cardinal importance which brings us to curriculum implementation.

2.4 Levels of curriculum implementation

It is stated that implementation may take place at different levels or in different fields.

Jordaan (1989: 392-400) in Carl (2010: 135) sets out a good description of the various levels of implementation namely macro and micro implementation.

2.4.1 Macro implementation

This is the application of policy and curriculum initiatives which have been determined at national level by curriculum authorities. This will include an interaction between this authority and the practice within which it is implemented. It is therefore the implementation of a broad curriculum or other core syllabi designed at national level, which have been distributed and applied country-wide (Carl 2010).

2.4.2 Micro implementation

Jordaan (1989: 393) and Mostert (1986b) in Carl (2010: 136) define micro-implementation as that process during which local decisions are taken. This leads to application in practice and the eventual institutionalisation. In practice it means that core syllabi must be implemented at school and the classroom by subject teachers. Teacher participation and initiatives are normally high at this level as, through their implementation, they make their own mark on the development of a syllabus (through syllabus interpretation, subject curriculum, lesson curriculum, and so forth) in this manner, the initial curriculum initiative is established in practice (institutionalised). Micro-implementation may therefore also include the implementation of a subject teacher's subject curriculum or specific lessons in particular classroom. The micro-level is therefore that level at which the so-called curriculum consumer applies the curriculum. Therefore, when the process of curriculum implementation is relevant, the curriculumator must also consider the particular level or field, as this determines the relevant implementation strategies which will be followed (Carl 2010).

2.5. What does implementation involve?

According to Marsh and Wills (2007) a simplified procedure is to focus on what the teacher is doing, what the students are doing, and how the curriculum materials are used. But if you intend to describe all three, what criteria do you use to select instances of each, as all exist continuously and simultaneously in the classroom? Are there optimal times to

examine how a curriculum is being implemented, such as after 6 months of operation, or a year, or even longer? Decisions have to be made about what kinds of data to collect and from who as in this study data was obtained from selected 20 Grade 11 teachers. Should such data be obtained through observations of classrooms, through intentions, through analysis of documents or from questionnaire and self-report as in this study a semi-structured individual interview was used to collect data.

Assessment of curriculum implementation can be based on student activities versus their achievements. Marsh and Wills (2007) indicate that a major reason for producing a curriculum is to provide better opportunities for students to learn. Rarely, how is it possible to measure what students learn with sufficient accuracy to lead to unequivocal conclusions about the effectiveness of a new curriculum? The test scores of students depend on much more than the curriculum itself, and there are numerous unanticipated consequences and unknown side effects of any curriculum, which test scores do not begin to explain. Therefore, attempts to discover the full effects of a new curriculum on students cannot be limited to measuring what is most easily measurable. The issue of discovering and forming some judgements about what happens to students must be approached in broad terms and with considerable caution. Despite a lack of empirical evidence linking testing with student achievement, high stakes testing of students become a political priority in many countries, a priority that continues unabated in the 21st century.

Desimone (2002) contends that various methods have been used over the decades to attempt to discover how teachers enact a curriculum. These methods range from interviews, formal observations of classroom to checklists, questionnaires, and self-concepts. Again, participants in the study of enactment of curriculum can rely on existing means of finding out what teachers are usually doing with the new curriculum, or they can devise their own methods appropriate to the specific situations they are investigating.

Marsh and Will (2007) suggest that the enacted curriculum should remain identical to the planned curriculum, that is, fidelity of implementation. Why else devote considerable

resources, time and energy to planning the best possible curriculum for use in schools if teachers do not actually use it? And if teachers use it in only partial or modified form, won't its effectiveness be likely to suffer from dilution? Ariav (1998) in Marsh and Will (2007) used the term 'curriculum literacy' to suggest that many teachers lack understanding of what the curriculum should be and lack skill in how best to teach it. Teachers have a low level of "curriculum literacy" therefore the planned curriculum must be highly structured and teachers must be given explicit instructions about how to teach it.

Because both the curriculum and instruction to teachers are so specified, the fidelity perspective leaves little room for a curriculum to be tailored to any particular or changing circumstance of the specific schools or classrooms in which it is intended to be taught. Personally, I view fidelity of implementation as a hardline approach because it strips teachers' prior experiences, almost as if it were a virtue to have amnesia about teachers' backgrounds. According to Marsh and Will (2007) fidelity of implementation treats teachers as passive recipients of the wisdom of the curriculum developers. It also constrains the teachers' autonomy and seems to lend itself more readily to some situations than to others, particularly those where the content of the curriculum is unusually complex and difficult to master, where it requires definite sequencing, or where students' understanding of it depends on their belief appropriately matched with specific curriculum strands.

It is teacher-proof because it is designed with teacher-proof curriculum packages. In such packages, both the curriculum and the directions to teachers are spelled out in extreme details. In my experience as a teacher, naturally for both good and bad reasons, such packages were viewed extremely negatively by many teachers. Some teachers who did the implementation of a packaged curriculum almost always found ways to modify them in practice to fit specific classroom realities that developers had been unable to foresee.

To worsen the situation, the current emphasis on national standards, South Africa being a case in point, means that in many schools "testing" is now used to control curriculum and

teaching. The South African government has prescribed standardised testing and standardised procedures for teaching a subject or for using a particular curricular package. This emphasis has led to the alignment of content instructional materials and other standardised measures, a powerful combination supporting fidelity of use.

Marsh and Will (2007) also cite adaptation in implementation. Proponents of this approach maintain that the differing circumstances facing schools require on-site modifications in the classroom. They suggest in reality, all planned curriculum become modified during the process of implementation. Such modification has to suit the specific and changing situations faced by the teachers who enact them. That is essential if the curriculum is able to have the greatest possible benefits for students.

From the above discussion, I have noted that, how a planned curriculum is implemented as the enacted curriculum in any school is a complex process that can vary enormously from school to school. I think teachers of some schools may prefer to make changes in the original plan (as in fidelity of use), the teachers of other schools may choose to make changes (as in mutual adaptation), or as is often the case there may be considerable differences of opinion among the teachers of any schools. With this said the other requirements for successful curriculum implementation come in.

2.6 Other requirements for successful curriculum implementation

The successful implementation of any curriculum presupposes an adequate supply of resources. According to Brindley (2001: 402) it is practical factors such as time, resources and expertise that will ultimately determine whether a curriculum system can deliver the high-quality information required by all stakeholders. It is common knowledge that facilities such as learner chairs and desks, classrooms, libraries, electricity, water, laboratories, computers and papers are sorely lacking in undeveloped countries like Zambia and Lesotho. Proper implementation of the curriculum cannot take place if classrooms are overcrowded. Languages, especially the practice of individual reading (DoE 2004: 59) cannot be treated fairly in overcrowded classrooms. Drama and dance exercises should be done in an open space like in a hall (DoE 2004: 173). I think it

is the same scenario with developing countries like South Africa where some of those mentioned physical resources are lacking in the historically black rural and township schools.

For the purpose of this study, resource is taken to include finance and people too. In order to achieve the core purpose of the school, which is teaching and learning, financial resources need to be transferred into other forms of resources. These resources will enable teachers to implement the curriculum in the classroom. Public schools that are classified section 21 get funds from the Department of Education (DoE). These funds are often not enough to cover all the schools needs. The funds should be supplemented by school fees from parents, fundraising and donations in order to meet the objectives of the curriculum. Warnick and Wolhuter in Meyer et al. (2010) contend that sometimes content standards are frequently too high and not practically attainable because curriculum lessons, plans, learning and teaching aids and the professional development of teachers are not always aligned with each other. That is, the learning content being taught does not always correspond with what was assessed. Also, all the standards should not be vaguely worked as this may make its interpretation by teachers and learners difficult. I think in the end, some of the teachers may revert to the traditional teaching methods as soon as they experience problems with the implementation of the curriculum in practice.

The level of technological development is important in the implementation of any curriculum. Information technology (IT) describes the equipment (hardware) and computer programmes (software) that will permit the users to access, store, manipulate and present information electronically. Communication technology (CT) refers to telecommunications equipment through which information can be sought, sent and accessed, examples being faxes, phones and computers. The term ICT signifies convergence of IT and CT (DoE, 2003c: 8).

ICT enables teachers and learners to diverge from the traditional approach of teaching, learning and assessment which was characterised by teacher-centred, task-orientated and memory-based approach. It incorporates a learner-centred pedagogy; inquiry based

learning, collaborative work, higher order thinking skills such as comprehension, reasoning and problem-solving. Furthermore, it encourages deep learning by taking learners beyond the point of mere recall, recognition and reproduction of information.

Integrating ICT methodologies can improve quality and values of assessment in various ways. The availability of data-analysis techniques for instance, can aid teachers in tracking learner performance and also review their own learning and teaching strategies. I think it further enables teachers to give immediate feedback to learners on progress and to design proper remedial support system to remove barriers to learning.

There are important obstacles to effectively introduce and manage ICT and curriculum into South African schools. According to Landsberg, Kruger and Swart (2011: 200) all high-technology systems are relatively expensive in terms of the device itself, the cost of training the learner and communication partners and maintenance, insurance and repairs. Some devices are heavy thereby reducing portability, which is a particular concern for ambulatory users. Finally high-technology devices cannot be used in all environments, for example where there is moisture or outdoors when it is raining.

Attitudes of teachers and learners also determine the implementation of curriculum. Implementation only becomes successful if the teacher as implementer and the learner as a receptor have a positive attitude towards it. Insecurity and incompetence among teachers as to the practical execution of a curriculum, however, contribute to a negative attitude (Warnick, 2008: 289-290). Whenever teachers are unsure, frustrated or incompetent to comply with the varying formal assessment requirements of a new curriculum, they fall back into the traditional ways of primarily summative evaluation.

For many teachers, it is important, in the name of accountability to scrupulously comply with the administrative requirements of a new curriculum. I think this type of attitude negates the principles on which the assessment process should be based. In such cases, the collection and recording of assessment data are reduced to a technical act to satisfy school management and the DoE (Beets 2007: 246,264). This frustration leads to a lack of commitment and discipline among teachers. For example, teachers in South African

township schools may teach an average 3, 5 hours per day and this may be significantly less than the prescriptions contained in section 4 of the Employment of Educators Act 1988 (teachers are expected to teach for 7 hours on any school day, and this excludes 1½ hours which teachers should spend on preparation and marking).

For the implementation of a proposed curriculum to succeed then, training of principals and teachers in the curriculum and its implementation is a prerequisite. Teachers together with the principals cannot manage the implementation of the curriculum successfully if they are not well-trained. Training relates to the acquisition of knowledge or a particular skill and can therefore be a component in the broader context of professional development (Steyn and Niekerk 2008). They both need to be oriented in the new curriculum prior to implementation. The training and support to principals and teachers in the curriculum should be an ongoing process that includes suitable properly planned training and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching (Steyn and Niekerk 2008). I have experienced that teachers only have a sound understanding of various facets of learning areas if they are properly trained in and orientated towards the curriculum.

Du Plessis (2005: 97) provides district officials with strategies for monitoring and supporting principals and teachers:

- Continuous contact with principals and teachers to provide advice and assistance, to encourage mutual contact between teachers as well as effecting contact with learners and parents.
- Clear communication to illustrate roles, to explain terminology, illustration of possible means of evaluation and to supply answers to frequently asked questions.
- Provision of a support service, for example, explain time-tabling, support by supplying material, setting an example, creating a climate within which trust and security feature; and
- Compensation such as praise and acknowledgement but, also intrinsic aspects of compensation where successful implementation is regarded as sufficient compensation.

Organisational climate is an important aspect of the school that contributes to the effectiveness of teaching and learning in the school. Thus, it is a requirement for the successful implementation of the curriculum. I think, teachers, should have full knowledge of what constitutes a positive school climate so that they will behave in a way that will create and maintain a positive school climate. A positive school climate is undoubtedly a requirement in the implementation of any curriculum. School climate is the quality of interactions between all the stakeholders involved in the school. School culture, on the other hand, is the belief system or values of those stakeholders (van Deventer and Kruger 2009). It is influenced by the formal and informal organisation, personalities of participants and organisational leadership. For the purpose of this study, it refers to perceivable influence in all aspects of the school. It is an indication of how the people in the school feel about the school. A positive school climate will motivate teachers to face the challenges of a new curriculum with confidence. It fosters a spirit of co-operation and collegiality whereby teachers can easily share their understanding of a curriculum. Good relationship may encourage teachers to be more involved and dedicated to the implementation of any curriculum, especially when they know what they are doing.

Parental involvement also contributes to the successful implementation of any curriculum. It is important that two-dimensional communication exists between parents and teachers. The channel could be strengthened by teachers visiting their learners at their parental homes. In the final instance, parents should provide their children with a learning environment that is conducive to learning (Du Plessis et al. 2007: 120-124). Unfortunately, in many parental homes, there is lack of money and facilities to gain access to teaching and learning supportive aids. Public libraries are not always easily accessible. All these factors contribute to the fact that assessment assignments cannot be done properly; this has a negative influence on the implementation of any curriculum.

It is a fact that in a “no-school-fee-school” no additional teacher could be founded with financial allotments received from government and this does not alleviate the pressure on the learner-to-teacher ratio (Beets 2007). For the teacher teaching large classes, the

position remains unchanged, which makes it difficult to do justice to any curriculum practice. Overcrowded classes also run the risk that discipline could be threatened. In my experience, I have witnessed learner-centred activities and an informal class discussion at times avoided, as the teacher is afraid that this may lead to discipline problems. According to Beets (2007: 228) when such situations arise, learners are not involved in purposeful learning activities and a variety of assessment methods. In relation to CAPS, the expected school based Grade 11 assessments are likely to be eventually hurriedly done to the detriment of the learners.

Sometimes, the teachers are expected to assist every learner to proceed at their own pace. This requires from the teacher, as the facilitator of the learning act, a large degree of individual attention, the design of enriched and alternative remedial learning opportunities. Both learners with learning barriers and gifted ones are disadvantaged in overfull classes. Beets (2007: 148,154) and Warnich (2008: 284-285) contend that in most cases, there is persistence of assessment of learning (summative) where learners mostly only write class tests, controlled tests and examinations which might not be in tandem with the official curriculum requirements.

Another requirement for successful curriculum implementation is language. Usually, the assessment results amassed through the various assessment methods and techniques will be influenced by learners' levels of language skills in listening, reading and speech. According to Kriel (2007) it is easier for mother-tongue learners to first seize new concepts and skills in their own language, and then later on to transfer them to a second language, such as English and Afrikaans. Afrikaans and English, the sole two media of instruction in senior primary and higher grades in South African schools, are the first language respectively 13,3 and 8,2% of South African population (Steyn 2008). Problematic situations certainly exist, as by far the majority of learners receive instruction in a language which is not their first language. For the majority of black learners, neither Afrikaans nor English is their first language and this can compromise curriculum implementation.

Learners need to be exposed to a second language, English for example, under optimal conditions in order to become skilful in it. Optimal conditions would require a healthy socio-economic background, excellent teachers and efficient learning and teaching support material. Unfortunately, due to the inequalities, imbalances and distortions of the South African history, this is not the state of affairs. The majority of South Africans speak at least two official languages, although English may not be one of them. For many learners in South African schools, English is learned as a second or even third language even though it is the Language of Learning and Teaching (Landsberg, Kruger and Swart 2011: 169). All these issues and challenges around mother-tongue instruction have negative impact on curriculum implementation. The 1976 Soweto uprising (against the imposition of Afrikaans as an official medium of instruction) is a case in point which led to curriculum transformation which happens to be the next subject under discussion.

2.7 Curriculum transformation in South Africa

Hoadley and Jansen (2009) contend that new needs cause curriculum change. Curriculum change often occurs in response to changing needs in society. In many cases this happens independent of a change in government. New economic needs might cause curriculum change. Economic change has always had significant impact on the prescribed curriculum in South Africa (and elsewhere). When South Africa moved from being a mainly agricultural society to a society that was more dependent on a industrial commercial economy, the curriculum changed to reflect the kind of work opportunities available in the cities and in industry, for instance, by introducing commercial subjects. The economic development contributed to the introduction of Bantu Education. As South Africa now moves into an information age, in which roles in the workplace require different sorts of skills and different attitudes, the curriculum is changing again (Hoadley and Jansen 2009).

The post-colonial South African curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our

Constitution (South African Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights. The constitution also aims to improve the quality of life of all citizens, free the potential of each person and lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law, and build a united and democratic South Africa that is able to take its rightful place as a sovereign state in the family of nations (National Protocol For Assessment, DoE 2011: 1).

In 1997 Outcomes-based Education was introduced to overcome the circular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statements Grades R-9 and the National Curriculum Statement Grades 10-12 (2002). Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement Grades 10-12 to produce this document. The National Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis (Programme and Promotion Requirement, DoE 2011: 1).

The National Curriculum Statement Grades R-12 represents policy statement for learning and teaching in South African schools. It comprises the Curriculum and Assessment Policy Statement (CAPS) for all approved subjects listed in this document, National Policy Pertaining to the Programme and Promotion required of the National Curriculum Statement Grades R-12 and National Protocol for Assessment Grades R-12.

Although it is difficult to prove specific events, or the exact order in which events culminated in the implementation of OBE in South Africa, a few national initiatives related to educational change will be highlighted in this study. It should be noted, though, that prior to the official proposal in 1996 to introduce OBE into the South

African education and training sector, none of these initiatives mentioned OBE explicitly, but that each contributed in one way or another to the choice of OBE.

Hoadley and Jansen (2009: 142) give us a timeline below to orient ourselves with recent curriculum changes in South Africa:

Year	Curriculum change
1992	National Policy Investigation publishes a set of policy alternatives to apartheid education, including a book on curriculum choices and possible for the new regime.
1994	Democracy in South Africa Apartheid syllabi are 'cleaned' in terms of race and gender stereotypes.
1996	Learning Area Committees develop outcomes.
1997	Curriculum 2005 is piloted in some schools.
1998	Curriculum 2005 implemented in Grade 1.
1999	Curriculum 2005 implemented in Grade 2.
2000	2002 implementation continues for other grades for GET.
2001	Curriculum 2005 revised and (revised) National Curriculum Statement for Grades R-9 published for comment.
2002	(Revised) National Curriculum Statement for Grade R-9 published.
2003	National Curriculum Statement (NCS) FET Grades 10-12.
2003	2005 Teachers trained in new National Curriculum Statement.
2005	Implementation of (Revised) National Curriculum Statement for GET.
2006	Implementation of National Curriculum statement for FET; and
2008	First Grade 12s write a new outcomes-based National Senior Certificate examination.

Since the given timeline excludes CAPS, it is vital that the researcher introduces it

2.8 What is CAPS?

According to the DoE (Pinnock 2011), CAPS is not a new curriculum but an amendment

to the NCS. It therefore still follows the same process and procedure as the NCS Grades R-12 (2002) (Pinnock 2011). The CAPS is an adjustment to *what* we teach (curriculum) and not *how* we teach (teaching methods). There is much debate and discussion about OBE being removed; however, OBE is a method of teaching, not a curriculum. It is a curriculum that has changed (repackaged) and not the teaching method. This means that it is more prone to traditional teacher methods rather than OBE methods. There is one single comprehensive National Curriculum and Assessment Policy for each subject (Maskew Millar Longman 2012: 8).

2.8.1 Why was there another change to the curriculum with CAPS?

The amendments were made to address four main concerns about the NCS as identified by a task team and reported to the Minister of Education in October 2009 (DoE 2009).

The four concerns were:

- Complaints about the implementation of the NCS
- Teachers who were overburdened with administration
- Different interpretations of the curriculum requirements; and
- Underperformance of learners

Much of the debate about the CAPS is about whether it is an amendment, repackaging or even re-curriculum. Current research will provide recommendations to the DoE (du Plessis 2013). It is accepted that the NCS has been repackaged, it is to make it more accessible to teachers and to give details for every subject in each grade of what content teachers ought to teach and assess. These details include clearly delineated topics for each subject and a recommended number and type of assessments per term (Pinnock 2011).

2.8.2 When will CAPS be implemented?

The dates for the implementation of the CAPS were set as follows:

January 2012: The Foundation Phase (Grades R-3) and Grade 10 (FET)

January 2013: The Intermediate Phase (Grades 4-6) and Grade 11 (FET)

2.8.3 SIMILARITIES AND DIFFERENCES: THE NATIONAL CURRICULUM STATEMENT AND THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

The NCS and CAPS documents have a similar rationale in terms of situating the curriculum within the aims of the South African constitution. In addition, the NCS includes a rationale and description of OBE and a large amount of information on the background and history of the NCS. Much of this relates to redressing the imbalances caused by apartheid education (du Plessis 2013).

TABLE 1: SUMMARY OF CORE CHANGES FROM NCS TO CAPS

Concept/feature / dimension	NCS	CAPS
Structure of qualification	Grade R-9 (as outlined in RNCS 2002) GETC never realised in practice	CAPS = Grade R to 12 GETC is not mentioned in CAPS Only exit-level is at Grade 12 (NCS)
Critical outcomes	Explicitly mentioned	Also incorporated in aims and curriculum content and skills. CAPS phrases Critical Outcome 2 as ‘work effectively as individuals and with members of a team’ (specific reference to individuals)

Development outcomes	<p>Reflect on and explore a variety of strategies to learn more effectively</p> <p>Participate as responsible citizens in the life of local, national, and global communities.</p> <p>Be culturally and aesthetically sensitive across a range of social contexts.</p> <p>Explore education and career opportunities.</p> <p>Develop entrepreneurial opportunities.</p>	Not mentioned
Purposes(s)	<p>Outlined as: equipping learners, irrespective of their socioeconomic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country; providing access to higher education; facilitating the transition of learners from education institutions to the workplace; and providing</p>	No explicit list of purposes given (but a similar list is included in NCS SAQA document)

	employers with a sufficient profile of a learner's competences	
Principles	NCS = OBE, described as 'participatory, learner-centred and activity-based education'	CAPS="encouraging an active and critical approach to learning, rather than rote learning of given truths"
Inclusivity	Mentioned in passing	Foregrounded and described in detail as one of the general aims
Outcomes/ objectives	Learning outcomes	Concepts, content and skills
Assessment link	Assessment Standards	Content / Assessment
Planning	Phase plan Work schedules Learning programme development Lesson plans	Overview across Grades Overview of year plan Subject interpretation of curriculum content for instructional designs Lesson plans
Integration	Principle of coherence between the learning areas made explicit	Not mentioned

Role of teacher and learner	Teacher role described as “key contributor to transformation of education in South Africa”; qualified, competent, dedicated and caring”; able to fulfill the various roles outlined in the Norms and Standards for Educators: these include being mediators of learning, interpreters and designers of Learning Programmes and materials,...” etc; “considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach”	No mention of the envisaged teacher. Little room for interpretation of what and how to teach
Role of learner	Learner to participate as group member (focus on group work)	Focus on learner taking individual responsibility for learning
Approach in learning	Discovery-based learning	Content-driven learning; no emphasis on critical thinking about knowledge validity and bias

The following new features of CAPS should also be kept in mind (du Plessis 2013):

- CAPS Foundation Phase: instructional time is increased
- Numeracy is now called Mathematics; and Literacy is called Language

- First Additional Language is added to the Foundation Phase (one language must be the Language of Learning and Teaching)
- Intermediate Phase: The eight learning areas are changed to six **Subjects**
- CAPS Senior Phase: School-Based Assessment to count 40% and end of year examination to count 60%
- CAPS for FET Phase: The content has been reorganized for several of the subjects and the examination structure has changed in some of the subjects
- ALL grades have to use a 7- point scale
- Learning outcomes and assessment standards have been removed (General Aims)
- CAPS give a week by week teaching plan; and
- Curriculum statements and learning programme guidelines are replaced by one document called CAPS

2.9: NCS - CAPS DOCUMENTS

The National Curriculum Statement Grades R-12 (NCS) stipulates policy on curriculum and assessment in the school sector. To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy Document was developed for each subject to replace Subject Statement, Learning Programme Guidelines and Subject Assessment Guideline in Grades R-12.

The National Curriculum Statement Grades R-12 (January 2012) represents a policy statement for learning and teaching in South African schools and comprises the following:

- Curriculum and Assessment Policy Statement for each approved school subject
- The policy document, National Policy Pertaining to the Programme and Promotion requirements of National Curriculum Statement Grades R-12 and
- The policy document, National Protocol for Assessment Grades R-12 (January 2012)

The National Curriculum Statements Grades R-12 (January 2012) replaces the two current national curriculum statements, namely:

- Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2001; and
- National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No.27594 of 17 May 2005

The national curriculum statements comprise the following policy documents which will be incrementally repealed by the National Curriculum Statement Grades R-12 (January 2012) during the period 2012-2014:

- The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades 10-12
- The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band. Promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007
- The policy document, the National Senior Certificate: A qualification at level 4 on the National Qualification Framework (NQF), promulgated in Government Gazette No. 27819 of 20 July 2005
- The policy document, an addendum to the policy document, the National Senior Certification: A qualification a level 4 on the National Qualification Framework (NQF), regarding learners with special needs, published in Government Gazette No.29466 of 11 December 2006, is incorporated in the policy document, National Policy Pertaining to the Programme and Promotion requirements of the National Curriculum Statement Grades R-12; and
- The policy document, an addendum to the policy document the National Senior Certificate: A qualification at level 4 on the National Qualification Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No.29467 of 11 December 2006.

The policy document, National Policy Pertaining to the Promotion requirement of the National Curriculum Statement Grades R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of official document constitute the norms and standards of the National Curriculum Statement Grades R-12. It will therefore, in terms of section 6A of the South African School Act, 1996 (Act No.84 of 1996) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

2.10 General aims of the South African Curriculum

The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local context, while being sensitive to global imperatives.

The National Curriculum Statement Grades R-12 serves the purpose of:

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

The National Curriculum Statement Grades R-12 is also based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal education opportunities are provided for all sections of the population
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths
- Higher knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environment and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such poverty, inequality, race, gender, language, age, disability and other factors
- Valuing indigenous knowledge system: acknowledging the rich history and heritage of this country as important contributors to nurturing the values and other factors; and lastly
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those countries.

2.11 Conclusion

In conclusion, there are a variety of issues and challenges to address in order to ensure the effective enactment and interpretation of any curriculum. The fact that there are always obstacles to the implementation (and these are admittedly many) is not reason to fall into despair and cynicism. The obstacles need to be turned into challenges to be overcome. Looking for possible solutions increases the chances of finding them. Seeing future leads more easily to self-fulfilling prophecies of failure. In the final analysis, the question is not whether a proposed curriculum should be enacted but whether sufficient

support and encouragement is being given to teachers by all interest groups in education. Only when this line of action is taken can we acknowledge that we have taken a step towards maturity in discussions around curriculum.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Literature in the previous chapter revealed that teachers need to understand all the design elements in the CAPS in order to be able to enact it (CAPS) successfully. In this chapter the research design and methodology used in the teachers' enactment of CAPS in selected Free State Province schools (at Fezile Dabi district) were discussed. The present chapter presented the methodology that led the enquiry, the qualitative research design, population, sample, data collection and instrumentation and conclusion.

3.2 Research design

A research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained (McMillan and Schumacher 2010). In other words the research design indicates the general plan, how the research is set up, what happens to the participants, and what methods of data collection are used. The purpose of the research design is to specify a plan for generating empirical evidence that was used to answer the research questions. The intent was to use a design that would result in drawing the most valid, credible conclusions from the answers to the research questions (McMillan and Schumacher 2010). Because there are many types of research designs, it is important to match the question to an appropriate design. Research design is very important because certain limitations and cautions in interpreting the results are related to each design and because the research design determines how the data should be analysed (McMillan and Schumacher 2010).

Not all kinds of information can be adequately recorded using quantitative data. In many cases, language provides a far more sensitive and meaningful way of recording human experience. In this study, words and sentences were used to qualify and record information about the world because the research is qualitative in nature.

Another excellent definition of qualitative research is provided by Creswell (2007: 37):

Qualitative research begins with assumptions, a worldwide view, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning the individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a nature setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflectivity of the researcher, and a complex description and interpretation of the problem.

The above definition stresses the importance of assumptions and worldviews that provide the basis of the design. Assumptions and worldviews used in qualitative studies are definitely different from those of quantitative research. To be sure, qualitative designs are just as systematic as quantitative designs but they emphasize gathering data on naturally occurring phenomenon. Most of the data are in the form of words rather than numbers.

The researcher considered a six-phase research framework presented by de Vos et al (2011) as a guideline into this enquiry because it delineated the qualitative research process in detail with respect to the specific phases and also because of its flexibility as it incorporated the perspectives of various authors among them being Creswell (2007), Rubin and Babbie (2010) and Cohen, Manion and Morrison (2011). In choosing the problem, the study took into consideration the area, the research questions and aims of the study as stated in the first chapter of this enquiry.

The focus in this qualitative research was on the factors (if any) that affect Grade 11 teachers' enactment of selected provisions of CAPS and how teachers enacted CAPS in their daily classroom activities. No particular theory was tested in this qualitative research but certain living and learning patterns emerged during the process. Semi-

structured individual interviews were employed where selected 20 Grade 11 teachers were allowed to air their views during data collection. This qualitative study involved thick descriptions, interpretations, verifications and evaluation of large volumes of data (Rubie and Babbie 2010) from semi-structured individual interviews. Presented below is a pictorial overview of the qualitative research design and methodology employed. The process involved six steps as noted in Table 1 below:

Table 2: The qualitative research process

<p>Research Design Qualitative in nature Descriptive and interpretive</p>
<p>Data Collection Strategies (Method) Semi-structured individual interviews</p>
<p>Participants Purposive sampling in 5 high schools 20 grade 11 high school teachers (4 per school)</p>
<p>Pilot study The instrument tested in 1 school not used in the main study</p>
<p>Transcriptions and member-checking Researcher and participants involved</p>
<p>Data analysis plan Tech's Qualitative data analysis tool</p>

This qualitative research design employed the interpretive approach also known as the phenomenological approach (De Vos, Strydom, Fouche, Delport, Bartley, Greif, Pate, Rosenburg, Schulze and Schurink 2011). The advantage to it was that it provided a description of how situations were experienced, for instance, the factors (if any) that affected the teachers' enactment of selected provisions of CAPS were issues of concern in this study. The interpretive approach concentrated on human experiences that were

pure, basic and raw like the concept of how Grade 11 teachers enacted CAPS in their daily classroom activities.

3.3 Population and sample

3.3.1 Population

Neuman (2003: 216) points out that the researcher's target population is a particular pool of individuals or cases that he /she wants to study. That is, a group of interest to the researcher and one to which the results of the study will be generalised. Another definition of population is by Groenewald (2004) who defined it as a specific group of people to which subjects or characteristics of subjects are being referred, compared and generalised. Tuckman (2011) also defined it a population as the target group from which the researcher wants to get information about the problem or phenomenon of interest and then draws conclusion. The choice of the sample was mainly determined by the characteristics of the population and its size (Chilisa and Preece 2008). Such characteristics of a population such as age, gender, social class, location and ethnicity of selected were important.

The population in this study was made of 20 grade 11 teachers at the selected 5 high schools at Fezile Dabi district in Free State. By defining the population, the researcher was in the process of establishing boundary conditions that specified who was to be included or excluded from the population. The idea of defining the population may restrict the researcher on conclusions and generalisations but facilitates selection of a suitable sample (Rubin and Babbie 2010). There exists two types of populations namely the *target* population and the *accessible* population (McMillan and Schumacher). The former is a wider network of prospective and prospective participants of the study. The researcher selected 5 government high schools in one cluster, which have almost the same human and physical resources. They all offer Sotho as their Home Language. Then, the participants (grade 11 teachers) were chosen because they had access to observations unavailable to the researcher who at the time of this study was teaching Grades 10 and 12

only. Also at the time of carrying out this research, the researcher established that all of the grade 11 teachers selected for this study had undergone a week-long CAPS training. The researcher had to obviously use this accessible population for this study.

3.3.2 Sampling

Cohen, Manion and Morrison (2007) state that sampling is a procedure that the researcher uses to select a smaller group of people, places or things to study from a population of interest. Factors such as time and expense will need to be also considered when a researcher chooses a sample because these factors frequently prevent researchers from getting information from the whole population. The smaller group called a sample was a representation of the whole population. There are many sampling procedures used to draw a representative or unbiased sample from a population. Whilst quantitative researches make use of random, systematic, stratified cluster multi-stage sampling procedures (Chilisa and Preece 2008), this qualitative research used purposive non-probability sampling. The researcher was bent on discovering facts more than testing a hypothesis. In this study, purposive non probability sampling was used in order to extract a working sample from an *accessible* population of Grade 11 teachers. In the first instance the researcher had planned to utilise purposive sampling procedures (non-probability) only, as is the norm in qualitative enquiries (Leedy and Ormrod 2010, de Vos et al 2011) but the large turnout in each *accessible* sample necessitated randomisation at each of the 5 schools, an equal opportunity for each to be selected for study.

3.3.3 Sample size

According to Cohen et al. (2007) sample size depends upon various factors which include the purpose of study, the nature of the population studied and most importantly, what the researcher wants to know. In general larger samples are better because they increase the reliability of the research data. However, in qualitative research sample size is usually small. Cohen et al. (2007) further state that determining the size of the sample should take account of non-response, attrition and participant mortality, since some participants

will leave the research. Thus, it is advisable to overestimate rather than underestimate the size of the sample required (Gorard and Taylor 2004).

The researcher had an idea of the number of respondents he wanted to work with. Since this was a qualitative research, the researcher needed to get a small and manageable group (McMillan and Schumacher 2010). The researcher decided to employ the technique of randomisation at each school in order to end up with 4 respondents from each school. Concealed 'Yes' and 'No' papers, amounting to the number present at each school were placed in a small bucket, shuffled and picked by each teacher. There were 4 'Yes' papers at each school. The other lot of 'No' papers represented the rest of the Grade 11 teachers identified in the *accessible* population but were eliminated by randomisation and did not participate in the rest of the study. In the end, the researcher settled for 20 respondents (Grade 11 teachers) 4 from each school.

3.4 Pilot study

Royse (2008) contend that it is vital to run a pilot study even in a qualitative research in order to determine whether data can be obtained from the respondents though statistical tools may not play a role in a qualitative research. For this purpose, the researcher selected and tested some of the semi-structured individual interview questions in order to check on ambiguities that needed modification (Rubin and Babbie 2010). It was important to check some internal validity therefore the researcher did pilot testing in one high school in Fezile Dabi district with almost similar settings to where the main research was to be conducted. After the pilot study, the researcher noted the interview questions needed not much validation but he continued to hold preliminary discussions with colleagues, reviewing literature and at the same time establishing relationships in the communities he was going to carry out the main study.

3.5 Data collection and instrumentation

Data was collected by means of semi-structured individual interviews. An interview is a

two-way conversation in which an interviewer asks the respondent questions to collect data and then to learn about ideas, beliefs, views, opinions, and behaviors of the respondents according to Maree (2007: 87). He further points out that the aim of qualitative interview is always to obtain rich descriptions that will help you understand the participant's construction of knowledge and social reality. Hannan (2007) maintains that interviews are used widely because they are a powerful means of both obtaining information and gaining insights. Valenzuela and Shrivastava (2008) point out that if the persons interviewed value the topic and trust the interviewer, they will supply information that will not be obtained in any other way. The semi-structured individual interviews used the open response questions to obtain data on the factors (if any) which affect teachers' enactment of selected provisions of CAPS. The semi-structured individual interview of grade 11 teachers who had special knowledge, status and communication skills that they were willing to share with the researcher were conducted with each participant.

Recording of an interview must be done in a meticulous manner (Maree 2007: 89). In this study, in order to record and capture the interview data, all interviews were tape-recorded with the interviewees' permission. Notes were also taken whilst the interviews were taking place. This way, the researcher still had some record should the machine fail for whatever reason (not switched on, batteries flat, volume too low etc). This also served the researcher some time when transcribing by listening for the bits already known to be important. Hannan (2007) maintains that the more you succeed in recording every possible detail of what took place, the more data you will have to analyse. On the other hand, Hannan (2007) has observed that interviewees frequently say much more once the tape recorder has been switched off, or given an entirely different view when having a chat over a cup of coffee in the staffroom than they do when confronted with a microphone.

3.6 Semi-structured individual interview

This study used the semi-structured individual interview approach where the researcher

followed open and closed questions which were tailored to get clarifications from participants (Leedy and Ormrod 2010). Semi-structured individual interviews were ideal for use in this study where the main objective was to explore subjective meaning that the respondents ascribed to events that they experienced. It allowed probing where the interviewer was allowed to improvise using own judgment and the participants were able to expand their views and opinions. The sequence and wording were determined by means of a semi-structured individual interview schedule. As advocated by Descombe (2007), the interviews were carried out with the consent of the participants. The content and procedures were organised around a particular area of interest in advance, with the major purpose of allowing further questions to check on reasoning and clarity. In this study, the area of interest was factors (if any) that affected Grade 11 teachers' enactment of selected provisions of CAPS and how those teachers enacted CAPS in their daily classroom activities.

The researcher/interviewer exposed the predetermined list of questions to which the participants responded. Each respondent was faced with an identical set of questions for the purposes of standardisation. The researcher allowed each respondent to read the interview schedule together with the researcher in order to allow participants to choose where he/she wanted to start from and also allowing some considerable flexibility in the depth and scope required by the study (de Vos et al 2011). In each interview session, the researcher was careful enough to minimise *dross rate* (Field and Morse 1995 in de Vos et al 2011) in order to keep the interview focused and save time for both the researcher and the interviewees.

A qualitative data analysis tool coined by Tesch allowed live numbering and coding that helped to locate parts of the manuscripts (Mertens 2010). In the research report, some interview extracts were used in the form of anecdotal records and vignettes. To check on validity, of the interview data, there was need for member-checking which the researcher granted to the participants.

Interviews were found to be advantageous in this study because in terms of validity, the interview data was checked for accuracy and relevance during the data collection process. The interviews brought detailed data into analysis of findings. The researcher gained insight into the views and wisdom of participants. Respondents were allowed to expand their ideas as they prioritised them and they also had a high response rate.

3.7 Validity

Cohen et al (2007) state that validity is an important key to effective research, and there are key aspects that researchers should consider as a way of addressing it, particularly in qualitative research. Some of these aspects include honesty, depth, and richness, scope of the data generated and how the participants were approached. Credibility refers to confidence in the ‘truth’ of the findings. Transferability is a means of showing that the findings have applicability in other similar contexts; it intends to establish the extent to which the findings from the study can be used by another researcher. Another issue of validating data in naturalistic studies is dependability, which concerns the issue of whether the process and findings of the study are consistent with time and across other researchers, and could be repeated. Finally, conformability involves a degree of neutrality or the extent to which the findings are shaped by the participants, and not by researcher bias.

In this study, ‘credibility’ was taken to be the most important of the four because it is linked to internal validity. For the purposes of credibility, this study clearly stipulated the parameters of the study throughout the research process including prolonged engagement in the field. On the issue of ‘transferability’, the researcher was aware that qualitative research findings may be problematic in as far as other settings, populations and external validity is concerned. To counter such drawbacks, the geographical boundary, that is 5 government high schools in one cluster with almost similar physical and human resources, greatly cemented the vitality of the study.

Validating the content of the interview schedules was necessary to check whether each question was meant to answer the stipulated research questions. Gay (2010) asserts that content validity is usually determined by expert analysis. Therefore, the research supervisor Prof M.C. Maphalala at UNISA assisted in validating the instruments. Also the main construct in the study was factors (if any) that affect Grade 11 teachers' enactment of selected provisions of CAPS. Construct validity was also ensured by asking simpler questions at the beginning and moving to more difficult ones towards the end. Equally so, being present during the exercise was quite beneficial as it was possible to respond to any queries the respondents presented

Validity for the qualitative aspects of the study was also enhanced by using the interpretive research design which led to the establishment of some truth since details came from the Grade 11 teachers' experiences. The audio-recordings and the transcriptions also enhanced truthfulness of the study

3.8 Reliability

Reliability in research refers to the degree to which procedures give results of the same kind under constant conditions on all occasions (Bell 2011). Being more qualitative than quantitative, the study did not require statistical reliability computations, though the aspect of using reliable instruments remained a pre-requisite. The *test-retest reliability* procedures for data collection instruments was carried out at pilot level where pilot participants assisted in identifying sections of the instruments that sounded vague. Corrections were made to make them more user-friendly. The idea of working with a slightly larger number of participants (20 participants) and expert's (Prof M.C. Maphalala) scrutiny on interview schedules was another strategy planned to ensure reliability of instruments before and after pilot testing.

As noted by many qualitative researchers, it can be difficult to accomplish reliability in naturalistic events (de Vos et al 2011 such as Grade 11 teachers at their workplaces. The qualitative process can also be subjective for no investigator studies a phenomenon

exactly likely the other. The idea of pilot testing the instrument with participants of an almost similar setting in Fezile Dabi district was a noble idea in order to enhance validity and reliability of instrument.

3.9 Ethical considerations

There are standards upon which the researcher ought to evaluate one's conduct with participants. In other words these are guidelines for professional conduct or behaviour (UNISA Policy on Ethics 2007). The application for ethics review and clearance was submitted to the Research Ethics Committee of the College of Education in which the researcher consented that he had conducted the research with the highest integrity taking into account Unisa's Policy for Research Ethics.

To preserve the rights and values of participants that may be threatened by the research, the researcher explained fully to all participants the major aims of the research. This study tried to identify the factors (if any) that affect Grade 11 teachers' enactment of selected provisions of CAPS and how they enact CAPS in their daily classroom activities. Participation in this study was voluntary meaning anyone was free to withdraw at any given moment suppose he/she felt that they were no longer interested midway through this study.

The researcher observed the importance of 'beneficence' where the aim was to maximise possible benefits and minimise possible harm to participants in the study. The researcher maintained a collegial relationship with the participants from the beginning up to the end of the study. It remained ethically upright to disclose full procedure of the study whilst safeguarding the participants (selected Grade 11 teachers). Also, strict confidentiality was observed to safeguard the participants. Participants' received sufficient explanations for the researcher's decision to withhold information. The researcher kept in confidence all the information about the research participants. Pseudo names and codes were used to conceal identities of written reports. The researcher

assured that any details provided were not to undergo shared confidentiality without the permission of all participants.

As advocated by Grinnell and Unrau (2008), the need for a signed statement of willingness to cooperate in order to safeguard the participants and the researcher was of great significance. The researcher drafted a consent and assent forms for both the gatekeepers and the participants respectively. The consent and assent forms were signed before the participant's involvement in the research process. The participants were also informed beforehand that they should not expect any tangible rewards. The research was conscious of hints by Royse (2008) and Desai and Potter (2010) that participants may fabricate information in order to remain involved in the study if offered too much money, thus changing the process and scope of study.

In any research involving human beings, it is vital to safeguard the welfare, dignity and rights of all participants. This remained the primary obligation for the researcher because the qualitative process engaged human subjects (Newcombe 2000).

3.10 Conclusion

The qualitative research methodology described in this chapter rested on the interpretive approach. The research paradigm chosen was qualitative. From the available population, a sample of 20 participants was selected. Selection procedure entailed non-probability sampling methods. Finally, the semi-structured individual interviews and their advantages, reliability, credibility and ethical considerations were discussed.

The data presentation, interpretations and a discussion of findings are all part of the next chapter.

CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter was about research design and methodology. This chapter focused on data analysis about teachers' enactment of the CAPS in selected Free State Province schools. The data was collected after the researcher had interviewed 20 respondents from five selected high schools at Fezile Dabi district. The data collected from the interviews was transcribed using some notes and audio recordings conducted during the interviews. The data were presented within some specified themes and since the response rate was very high at each school visited. All the respondents were the 20 Grade 11 teachers, 4 at each selected school and were coded from 001-020 to conceal identity of participants as was promised in the initial stages of the study under ethical considerations. In this chapter, the data from the research activities was discussed qualitatively and in a narrative form in a bid to answer all the research questions.

4.2 The Research Themes

The researcher reduced and placed the data into ten main themes. The process of categorising and theme building followed a combination of themes embedded in the reviewed literature and research questions. The reduction of data began from generating categories and codes from the numerous findings. The collapsed ten themes read:

Theme 1: Entrance requirements for one's grade 11 subjects (selected participants only).

Theme 2: Expectations for a grade 11 educator's file (selected participants only).

Theme 3: Checklist the participants consider when choosing textbooks appropriate for grade 11.

Theme 4: Assistance the selected participants got from the district office in regards to CAPS implementation.

Theme 5: Forms of assessment used by the participants for grade 11 learners.

Theme 6: Recording and reporting of assessment by the participants according to CAPS.

Theme 7: Evaluation about the time allocation in CAPS by the participants.

Theme 8: Which facilitative factors (if any) do the participants face in implementing CAPS ?

Theme 9: Challenges faced by the participants in implementing CAPS.

Theme 10: How are the participants overcoming challenges in implementing CAPS?

4.3 Data Presentation and Thematic Discussions

Theme 1 Entrance requirements for one's grade 11 subjects

In the data collected from the semi-structured individual interviews, all the respondents indicated that their grade 11 learners met the minimum entrance requirements for grade 11. Their learners had official grade 10 school reports which indicated that they had met the requirements for promotion to grade 11. The requirements were that each prospective grade 11 learner had achieved 40% in three subjects, one of which was an official language at Home Language level, and 30% in three other subjects. In the schools under study, Sotho was offered as Home Language and English as First Additional. Now they were in grade 11 and they selected subjects which were grouped in two main categories namely Group A and B. The following participants helped to authenticate the above claims:

“A grade 10 pass is compulsory but of great importance is a pass in HL [Home Language] with a 40%. Also, refer to this NPPPR CAPS document on promotions” [Respondent 007].

“You can't jump a grade! Pass grade 10 first meaning 40% in three subjects and 30 % in other 3” [Respondent 002].

“Just an official grade 10 report card indicating the child passed grade 10 using a prescribed format in the CAPS document is enough for promotion to grade 11” [Respondent 014].

The implication was that all the respondents had been in the teaching service for some time and they may have arguably gathered adequate policy issues experience. That could have been the reason why they all observed the policy pertaining to acceptance of learners for their respective subjects from grade 10.

The next theme discussed was about the constituents of a good educator's file.

Theme 2 Expectations for a grade 11 educator's file

Being a teacher is a hectic job, with lesson planning, grading and actually working with learners themselves. Organised teachers find that getting all their work completed on time becomes much easier, eliminating wasted time hunting for handouts and allowing them to focus more on learning organisation takes a little extra time at the beginning which more than pays for itself in time saved down the road. In a nutshell, all the respondents reported that the difficulty had been moderately easy by using a teacher's file as respondent 009 explained:

"It's much easier to teach CAPS because all the information for each subject is in the file" [Respondent 009].

In the data collected from the semi-structured interviews, all the respondents indicated that teachers are expected to keep a file containing evidence of their teaching and assessment. Each respondent must have a file with dividers labelled differently depending on one's subject. The respondents kept their files manageable or one's file would become too bulky to carry. The respondents also made sure to create a nice cover or label, some way for one to quickly identify one file from any other lying around and had class binders in which they kept all information about each class and track parent communication. All class-related documents such as parent letters, newsletters and a log of parent contacts by both phone as reported by fourteen respondents and email were kept in the files with two respondents reporting that they also use these binders to document problems with learner behaviour. Respondent 019 had this to say:

“Look at my colorful file. It has dividers and is beautifully-labeled. I also keep evidence of my communication with parents about their children’s academic performance and behaviour.” [Respondent 019]

The implication was that there was generally uniformity among the respondents as to what constituted a good file according to the DoE’s requirements since all their files had a lot in common.

When they attended workshops, they always brought the class binder with them for documentation. The respondents filed extra copies of each reproducible or handout they would have used in class. They always kept at least one master copy in the file folder. The respondents used larger dividers to separate units within one’s file. As one began a new topic like fertilizers in Physical Science, they would pull all the folders for that unit from the file and place them in a file folder holder on their desk for easy reference. Each time a respondent began a new unit, they switched out the folders. All the above was summed up by respondent 020:

“I use this file to keep reproducible handouts and for each new topic, I take out a folder from the file” [Respondent 020].

Fifteen of the respondents reported that they had the NCS Grades R-12 (January 2012) documents which included the following: CAPS for each approved subject they were teaching, the policy document –National Policy Pertaining to the Promotion Requirements of the NCS grades R-12 and the policy document –National Protocol for Assessment Grades R-12 (January 2012). Other documents which were in the respondents’ files but varied from one respondent to the other included the following: term teaching and assessment plan, formal and informal assessment tasks and memoranda, indication of textbooks(s) and all resources used, record sheet containing learners’ marks for each formal assessment and informal too and any intervention that

was planned by the teacher to assist the learners who required additional support. To confirm the above, respondents 004, 001 and 008 respectively had this to say:

“My file has the termly teaching and assessment plans, rubric and memos, record sheets and enrichment tasks” [Respondent 004].

“Eheeee...this is my file to keep as proof of my teaching. Even a list of the books I use is filled in here.” [Respondent 013].

“All my CAPS things are in this file. These include CAPS for each subject, and the policy documents-NPPPR and NPA for assessment.”[Respondent 008].

The implication was that the respondents knew about the three main important CAPS documents namely the CAPS for each subject, NPPPR and NPA for assessment. When they attended the 5-day CAPS training these three documents were highly emphasized as arguably the most important documents in the implementation of CAPS and the respondents took heed of that.

Fourteen of the respondents' indicated that it was their responsibility to ensure that the information in their assessment files was kept up to date while the other sixteen indicated that their files were always available on request at all times for moderation by the Head of Department (HoDs) for accountability purposes. They pointed out that usually it was the HoDs at their respective schools or the Learning Facilitator from the district office who asked for the respondents' files during the time Respondents 006 and 013 bared it all:

“I’ve a file with 3 CAPS documents...my LF from the district always wants to check it when he comes here so I try to keep it updated”[Respondent 006].

“I file everything in this file. My HOD looks at it now and then” [Respondent 013].

The implication was that all the respondents respected authority and observed the protocol in the education sector because they all reported that they were at liberty to hand over their files to either the HOD or the LF for assessment purposes.

Theme 3 Checklists to consider when choosing textbooks appropriate for grade 11

In the Old NCS, teachers were expected to develop their own teaching material and textbooks were vastly undermined, leading to problems with consistency, coverage and quality of classroom materials. As a result of lack of pre-recommended textbook and the burden it brought among the teachers then, the NCS was then amended. As reported by respondent 016:

“I’ve two CAT textbooks which have excellent Teachers’ Guides. The books indicate the sequencing and pacing of the year’s work and formal and informal assessment requirements” [Respondent 016].

Because of the introduction of the textbook as a source of content, planning requirements had been simplified and that a National Catalogue has been developed from Grade R-12 and each learner from Grade 0-12 has a textbook developed for each subject. Textbooks are vital sources of information and they (textbooks) had been endorsed by the DoE in the implementation of CAPS. There was a mushroom in the number of prospective book selling companies. Below is a summary of the checklist that each of respondents selectively used for choosing textbooks suitable for their grade 11 subjects bearing in mind that well-written textbooks include a variety of learning aids such as tables of contents as reported by seven of the respondents, prefaces, introductions, chapter summaries, chapter headings, problems to be solved, graphs, illustrations as indicated by three respondents, notes, indexes and glossaries:

“Does the textbook cover the content comprehensively? Is the content sequenced appropriately? Is the content explained in a logical and clear way?” [Respondent 019].

“I see if the content is up-to-date and relevant to the real world. I also see if the illustrations and diagrams are clear and if they link to the world” [Respondent 020].

Assessment is of great importance to CAPS and that was the reason fourteen of the participants raised it as one checklist they considered when choosing Grade 11 textbooks. Respondent 008 suggested the following guidelines:

“Does it cover the tasks specified in the CAPS document for assessment, for example, tests and projects? Does the Teacher’s Guide give clear guidance with assessment?” [Respondent 008].

Sixteen of the respondents also considered the level of the learners when choosing textbooks for their respective subjects. The traits considered included whether the key concepts and terms are clearly defined, for example glossaries, does the book support language development for all learners, for example key words explained directly on the page or are the language and vocabulary correct and at an appropriate level for grade 11 learners:

“If a book clearly defines terms and has diction that suits the grade 11, I go for it” [Respondent 011].

Seventeen of the respondents reported that they first had to verify if there were sufficient activities for the grade 11 learners in the prospective textbooks. These activities had to be suitable for different ability levels. In addition to the activities in the Learners’ textbooks, they also considered those in the Teachers’ Guide to see if it contained answers for all the grade 11 activities. Other factors included if it supported one to prepare their lesson with useful guidelines, does it help you with your CAPS planning for the year, for example term by term overview or does it offer support for the whole class, for example remedial and enrichment work? The following are excerpts from respondents in an attempt to confirm the above claims:

“Learner activities in the Learner textbook and Teachers’ Guide must be enough” [Respondent 010].

“Does it support you to prepare your lesson with some important guidelines and does it help you with your CAPS planning for the year or even term by term?” [Respondent 006].
“A good book offers support for the whole class, that is, remedial and enrichment work” [Respondent 017]

The implication was that the respondents’ choice of textbooks differed from one respondent to the other probably because one’s choice was based on one’s experience, content mastery and personal taste.

Theme 4 Assistance from the district office in regards to implementation of CAPS

All the respondents pointed out that they were getting assistance from the district office in implementing CAPS and the adequacy of that assistance was discussed in Theme 8 and its inadequacy was presented in Theme 9. From the respondents’ responses, they got assistance on formal or daily assessment tasks (discussed in Theme 5) and on moderation of assessment of tasks (discussed in Theme 8). This helped teachers to ascertain that their learning and teaching were in uniform with the national practices.

“When I need assistance on programme of assessment and Teacher’s file, I phone my LF who always tries to make it clearer for me” [Respondent 005].

“I get help on going around formal and informal tasks, recording and moderation of learners’ work. I was at the district office once so far to consult with my LF” [Respondent 014].

Eighteen of the respondents indicated that most frequent correspondences between them and the subject facilitators were either through fax or emails when the Learning Facilitators sent question papers, memoranda, erratum or invitations to workshops. Sometimes the correspondence was through phone calls and/or physical visits by the teacher to the district or the Learning Facilitators to respective school(s). Also, fifteen of the respondents were invited for a subject workshop at least once in a while and these workshops were run by their LFs from Fezile Dabi district office. These workshops were

important in that the subject teachers shared matters related to their areas of study. Respondents 001 and 003 explained respectively:

“My subject supervisor at the district faxes, phones or emails me when there is a workshop I need to attend. She even visits the school to check on subject compliance” [Respondent 001].

“The common papers, memos, erratum and invitations to workshops are emailed or faxed to my school. We get help in conducting both formal and informal tasks” [Respondent 003].

The implication was that the district office was surely complementing the respondents' efforts. The adequacy and the insufficiency of that assistance rendered by the district office was another issue worth pursuing

Theme 5 Forms of assessment for grade 11 learners

All the respondents reported that they were using two types of classroom assessments namely informal and formal as recommended in CAPS:

“They're two [pause]-informal and formal and formal is the one I record.” [Respondent 004].

In both cases it was necessary that learners knew what knowledge and skills were being assessed and feedback that was to be provided to learners after assessment to enhance the learning experience. Informal (assessment for learning) or daily assessment is the monitoring and enhancing of learners' progress. This form of assessment through teacher observation and teacher-learner interactions could be initiated by either teachers or learners. The researcher realised that learners did not put their all in informal tasks; they relatively regard them as time wasting because they did not contribute to the termly mark. Maybe someone needed to remind them that learning is accumulative in nature, therefore informal tasks had a large bearing on formal tasks.

“Informal assessment could be as simple as stopping during the lesson to observe learners or to discuss with learners how learning was progressing” [Respondent 010].

Another type of assessment reported by all the respondents was formal assessment:

“We’ve formal assessment to grade the learner for promotion or repeating the grade and informal when learners are just discussing an unrecordable task like in pairs” [Respondent 013].

Formal assessment (assessment of learning) provided the teachers with a systematic way of evaluating how well learners were progressing in their particular grade 11 subjects. This involved planning to inform the learners which knowledge and skills were being assessed and the required length of responses. Feedback was necessary for the learners after assessments and could take the form of whole-class discussion or teacher-learner interaction. When learners write an exercise, they need to know they fared and generally a passing mark in a formal task is confidence boosting. Without this feedback, the learners are left suspended as to how they scored in the task and are likely to be demoralised.

All the respondents reported that they were observing the national policy that School-based Assessment (SBA) constituted 25% of the total mark and the end of the year 75% of the total mark as specified in the CAPS policy document NPA Grades R-12. For the Life Orientation (LO) Grade 11 (Grades 10 and 12 inclusive), the weighting for assessment they used was an exception where SBA component compromised 100% of the total mark. Respondents 018 and 019 clarified:

“SBA contribute 25% of the whole mark and 75% is from the examination” [Respondent 018].

“In my LO subject, SBA part makes up 100% of the grand total” [Respondent 019].

The implication was that all the respondents were very conscious of the importance of assessment if CAPS. They all attached priceless importance to it. Since assessment, recording and assessment are intertwined, the next theme addressed the two aspects (recording and reporting).

Theme 6 Recording and reporting of assessment according to CAPS

All the respondents did record learner performance. This recording indicated the progress towards the achievement as stipulated in the CAPS of all grade 11 subjects listed in the NCS Grades R-12. The strength of recording learner work will be discussed in Theme 8. The respondents indicated that they did report learner performance:

“Recording and reporting are time-consuming but I do so that learners and parents can see progress of their child” [Respondent 007].

Reporting involved communicating learner performance to learners, parents, schools and institutions of higher learning to mention but a few. The respondents recorded and reported Grade 11 learner performance in many different ways which included the following; report cards as reported by all respondents; wait for school visitation days and parents’ meeting; phone calls; emailing and school newsletters. The following respondents indicated:

“I use school reports and newsletters, text messages and parents’ meetings to report on learner progress” [Respondent 009].

“I report on school learner reports and if a child is misbehaving, I wait for the visitation day or either phone call or email the guardian” [Respondent 015].

The recorded information by the respondents was about informing teachers and others about the performance of grade 11 learners and giving meaningful feedback about the performance of grade 11 learners to parents and other interested parties. Parents invest a

lot of money and time in their children; therefore, giving them feedback about their children's performance would be the right to do. The recorded information was also for providing relevant and meaningful feedback to learners about their progress and as indicated by sixteen respondents:

“To inform the planning of teaching and learning activities and inform intervention strategies” [Respondent 010].

“For me to think of intervention strategies, I record and report then think of one later but it involves a lot of time” [Respondent 019].

There were certain principles for recording and reporting which all the respondents indicated, that is, recording of grade 11 learner performances against the assessment task and reporting against the total mark obtained in all tasks completed in a term. In a test out of twenty, a learner can only get a mark ranging from zero up to twenty. It would be impractical for a learner to get a twenty one out of twenty because the assessment mark is twenty. The promotion of a learner to grade 12 would be based on the composite marks obtained in all four terms. The respondents were mandated to cover all the formal tasks set by the DoE and seven of them did indicate achievement rating on a grade 11 learner school report by a combination of national codes, percentages and constructive and positive comments. The era of using nauseating and discouraging comments on learner school report cards has passed. Only encouraging and hope-giving comments are called for. They recorded grade 11 learners' work in marks and reported in percentages. Some of the respondents reported the following:

“I always record my English grade 11 learner performance against the assessment task and report against the total mark one gets in a term” [Respondent 008].

“On the learner report, we put national codes, percentages and encouraging comments. I record all learner work in marks and report in percentages” [Respondent 017].

The implication was that the respondents were very aware of the policy regarding reporting as they all recorded against the assessment mark as prescribed in the CAPS document.

Theme 7 Evaluation about the time allocation in CAPS

For the smooth enactment of CAPS, time allocated to individual subjects needed to be considered too. One of the respondents stated that they were mandated to be:

“...at school during formal school days and each school day should be at least seven hours that is 35 hours per five-day week” [Respondent 004].

Only four out of twenty respondents indicated that it was difficult to fully abide by this instrument because of various inhibiting factors stress. Stress could be a result of marital problems, financial demands and even work-related like feeling de-valued by one’s superiors at work. Then, when it came to death as reported by two respondents, it was always regarded as a community or village loss. The communal spirit always spurred them on to share their grief with the aggrieved. Respondents 001 and 017 expertly explained:

“I stay far so I’m sometimes caught up in traffic thereby missing some periods by a couple of minutes plus work-related and marital stress is robbing me of teaching time” [Respondent 001].

“I’m content with my two hours but when death strikes a family member, friend or colleague; you have to be off duty for some time thereby losing teaching time” [Respondent 017].

Another inhibiting factor cited by two respondents was that whenever there were demonstrations over service delivery in their communities, they were holed up in the mayhem; they could not drive out to school. Those who dared would risk their lives, their cars stoned or even torched to ashes. Remember, there is no rule of law in a protest, no

rationality at all. On such days, the community demonstrations affected the learners as they affected the teachers for both the respondents and learners who lived in these communities either arrived late at school after the situation had subsided or never turned up:

“Community protesters prevent us from coming to work. Even the learners who stay in my hood cannot risk leaving their homes for school” [Respondent 011].

Two of the respondents reported that some learners use learner transport whose time consciousness sometimes left a lot to be desired. As such, respondent 005 pointed out:

“I’m happy with 4.5 hours per week but learners who often come late due to learner-transport problems negatively affect it.” [Respondent 005]

This in turn compromised the learners’ learning and teaching time as they sometimes missed the first few periods. The implication was that imagine a learner missed an hour of learning-teaching per week; it translated to 4 hours per month. This would certainly be a bad scenario because the contact time for teaching grade 11 is 27, 5 hours per week, excluding the time allocated to breaks, assemblies and extra-curricular activities.

Theme 8 Facilitative factors in implementing CAPS

Curriculum implementation may take place at different levels which are macro-and-micro implementation. All the respondents reported that micro- implementation of CAPS was used where local decisions were made say by their respective principals, HoDs and individual subject teachers. In practice it meant the core grade 11 syllabi were implemented at school and classroom by subject teachers. Grade 11 teacher participation and initiatives were high at this level as reported by all the respondents that they had both experienced and witnessed the implementation of the individual subject teacher curriculum or specific grade 11 lessons in particular classrooms. All the respondents indicated that they felt empowered by having the chance to micro-implement CAPS at

their respective schools and they saw this as one of the major strength of CAPS. To authenticate the above, respondents 009 and 011 had this to say:

“We implement it at our school on our own and this gives us a sense of ownership and the conditions to do grade 11 from grade 10 are easy to implement” [Respondent 009].

“Also, there is room for teachers to implement CAPS their way basing on their local conditions” [Respondent 011].

All the respondents received assistance from the district officials in implementing CAPS as the following responses from respondents (014) and (015) indicated:

“...LFs are of great help to teachers who need help and they’ve helped me immensely... now I feel empowered to implement CAPS without hesitation” [Respondent 014].

“...when I’ve assessment issues, I consult my LF who is ready to assist where possible” [Respondent 015].

Fifteen of the respondents indicated that most visiting LFs could relate to the particular problems they were experiencing in their classrooms and that their advice was very helpful. This made the teachers’ enactment of the CAPS much easier because the teachers’ efforts in problem-solving in the classroom are complemented by a subject expert. The LFs were considered useful because their participation was concrete and involved working closely with the teachers in their classrooms or in “hands –on workshops”.

The implication was that since their (respondents) involvement was perceived arguably sufficient, that did moderately empower the teachers to enact CAPS successfully.

All the respondents underwent a 5-day CAPS training which was manned by officials from the Provincial Free State DoE and Fezile Dabi district education officials too. This meant that when teachers’ were enacting CAPS, they knew what was required of them because they had been ‘workshopped’. Teachers were grouped according to their

respective subjects and mostly LFs led the discussions. Seventeen of the respondents indicated that it was convenient for them in that each LF led a group which shared the same subject as theirs. This made the LFs comfortable to discuss with the teachers who shared the same subject content as theirs. The teachers were given the chance to discuss in smaller groups, ponder over issues/concepts in their respective subjects. After group discussions, group representatives gave the feedback and were often “grilled” with questions from the floor. As a result they gained a lot from those workshops as the LFs attempted to be comprehensive and cover arguably most of the “grey areas” at the outset. The most prominent quotes from the respondents in support of the above include:

“Had it not been for that 5 day CAPS training, when people who shared the same subject were work shopped together, I would be lost as to the implementation ways.” [Respondent 012].

“...and teachers were trained to do CAPS by moderately knowledgeable workshop facilitators, bulk of them from our district office” [Respondent 007].

The implication was that although the training lasted five days, it was positive in equipping the respondents with the skills and knowledge to create systematic practice change in their schools.

All the respondents indicated that they had at least one file and the researcher believed the contents of each file gave a boost to teachers’ enactment of CAPS because each file contained evidence of one’s teaching and assessment. The contents of the file were clearly laid out which included CAPS for each approved subject they taught, NPPPR requirements of the NCS grades R-12 and the NPA for assessment grade 11 as discussed earlier. Those three were arguably the most important documents together with tests, memoranda, indication of texts used and record sheets containing learners’ marks. To validate the above assertions, respondents 009 and 001 highlighted that:

“...the mandatory files must have the necessary documents like the NPPPR, NPA, rubrics and question papers or handouts for the implementation of CAPS” [Respondent 009].

“The use of a file is good for keeping a record of learner marks, tests, memos and official CAPS documents” [Respondent 001].

The implication was that since all respondents had a minimum of one file each containing almost similar documents, therefore there was a sense of uniformity in the implementation of CAPS.

The entrance requirements for grade 11 learners were crystal. All the respondents indicated that only what the learners needed were grade 10 school reports which indicated they had met the official requirements for promotion to grade 11. This implied that there were no misunderstandings in teachers’ enactment of CAPS as far as the policy to grade 11 entrance requirements were concerned. Respondent 019 explained that:

“...the grade 11 learners have many subjects to choose from depending on the availability of the teachers. To enroll for grade 11 is not a difficult thing, only a grade 11 report with the required passes” [Respondent 019].

The official requirements meant that, in grade 10, those learners who achieved 40% in three subjects, one of which was an official language at Home Language level and 30% in three subjects as discussed earlier in Theme 1. The learners were given a wider pool to select subjects from and that CAPS of the various subjects caters for different learners’ cultures, aptitudes and choices.

On changing subjects in Grade 11, all the respondents indicated that it was an uncomplicated procedure. Respondent 017 made it clearer:

“...the policy as in the NPPPR policy document is clear about learner(s) changing a subject in grade 11...just let learners decide before 29 February” [Respondent 017].

Learners changed a subject in grade 11 provided this was done before 29 February although many times even after that date, subject to the approval of the principal of the

school where the learner was registered. This implied that the registration and deregistration of learners in selected schools was the prerogative of the principals. Teachers just took peripheral roles as the recruitment was not one of their key result areas. The danger was that where principals just recruited learners to boost their schools' enrolments, they might have overlooked aspects like the learners' academic stamina and behavioural issues in the previous school. The researcher experienced that changing of a subject by a learner in grade 11 meant that the concerned learner would have missed the foundational content of the subject in grade 10. The solution to this problem of missing the foundational content of the subject in Grade 10 by the learner(s) will be discussed in Theme 10.

Eighteen of the respondents reported that the strength of CAPS was its emphasis on assessment. In this study it meant teachers' enactment of CAPS was enhanced by assessment because mostly assessment was an integral part of meaningful and effective learning and teaching and it led to feedback. Feedback is information about current behavior that can be used to improve future performance. Regardless of the topic or task, learners needed information about their performance. As explained by respondents 005 and 016:

"...the fact that some subjects whose SBA components constitute 100% like LO are externally moderated, then a fair assessment is realized" [Respondent 005].

"...the fact that assessment is reported to learners and parents makes CAPS powerful" [Respondent 016].

Feedback in CAPS can be either in written or verbal form and is important on learner work, such as term papers, paragraphs and essay questions. The different forms of feedback brought variety and this enhanced the enactment of CAPS. One respondent reported that feedback in some cases was often brief and sketchy. In this study it meant that it (sketchy feedback) did not provide adequate and useful corrective information for the learners. One respondent summed it up as follows:

“...much effort and time are required to write detailed comments to each learner as a result many teachers compromise written feedback” [Respondent 006].

As discussed in Theme 5, LO for Grade 11 learners was an exception where the School-Based Assessment component comprised 100% of the total mark and it was internally set, marked and moderated. Fourteen of the respondents saw the strength of CAPS in that the internally set LO paper was internally moderated by the HoD before the learners sat for the examination. To ensure teachers’ enactment of CAPS, the LFs from Fezile Dabi district office always did the external moderation, and in some cases they did ask teachers from the neighboring schools to just swap and moderate each other’s work.

The implication was that since all school-set papers underwent massive moderation as it passed many hands before final mark was set, that added quality to that paper and dismissed allegations of bias.

The other strength of CAPS lay in reporting of assessment as all the respondents indicated that it was important that all stakeholders were kept informed of learner performance and progress and these stakeholders included the learners themselves and their parents too. Reporting of assessment was done in a variety of ways from report card to newsletter as discussed in Theme 6. When recording and reporting on learner performance, all the respondents indicated that they used the easy to follow seven levels of descriptors for all subjects in the NPA policy document for Grades R-12. These respondents used the national codes together with the descriptors or percentages (or both if they thought that was appropriate). They also added meaningful and positive comments to describe the learners’ performance. This meant that when teachers’ enacted CAPS, recording and reporting learner performance were arguably some of the most important provisions. Respondent 010 explained:

“To keep every interested party happy, we keep them informed of learner performance by using the national rating codes 1-7 (0-100%) plus motivating comments on report cards” [Respondent 010].

The implication was that the respondents were quite aware of how discouraging comments could psychologically and intellectually damage the learners therefore they resorted to mainly encouraging remarks that spurred them (learners).

Fifteen respondents indicated that CAPS gave room for introduction and review as the lesson could begin with an overview of the previous day's work, including a class discussion of learners' homework. The teacher could then introduce the topic with a statement of the objective or purpose and a direct attempt to motivate learners and draw them into the lesson. When teachers are enacting CAPS, explaining the lesson's purpose can provide for learner comprehension and a good introduction can increase learner attention, pulling them into the lesson. To condense the above, respondent 016 explained:

“During the teaching and learning process, we can use introductions, overview and even recapping on topics covered earlier to test one's previous knowledge” [Respondent 016].

CAPS gave room to scaffolding as an aid to any lesson development. For example, when a grade 11 teacher of English gives learners an “unseen poem” like “THE SECOND COMING” by William Butler Yeats, they can provide scaffolding by discussing and analyzing this poem as they circulated and monitored their efforts. Fifteen respondents reported that in CAPS, the teacher guided the learners through the transition from his/her presentation to independent work. The implication was that when teachers' enacted CAPS through guided practice, they promoted deeper understanding, and helped learners articulate their ideas and share their thinking with other learners. Teacher-participation was great in the teacher enactment of CAPS because they shed light on areas learners might have been struggling with.

Sixteen respondents reported that CAPS allowed for independent practice. In the independent practice phase, teacher support (scaffolding) was removed and responsibility was shifted to the learners. It was at this point now that they were expected to work on

their own, maybe with some initial hesitancy, but with time they would do it with ease, fluency and facility. This implied that in teachers' enactment of CAPS, once guided practice was removed, the learners interacted with the content than the teacher, the primary goal for independent practice being automaticity which resultantly released working memory for comprehension and application when the concept or skill was encountered in different contexts. Example is that of grade11 Mathematics learners who can be moved to word problems involving equivalent fractions, they can devote their energies to the problem as a whole rather than to mechanics. The same sixteen respondents indicated that CAPS regarded teacher monitoring as important during independence practice. As teachers' enacted CAPS by assigning learners' work on given activities, teachers needed to circulate around the classroom checking learner work and offering assistance. Careful presentation and extensive guided practice were keys to successful independent practice. It was at this point that the seatwork strengthened earlier understanding, it did not necessarily teach the skill. Respondent 007 qualified the above by saying:

"...CAPS also allows learners to work on their own (independent practice) and this boosts learner confidence, gives them a sense of accomplishment and can reduce error rate. But the teacher watches them as they work and offers help when needed" [Respondent 007].

As a complement to the above, respondent 018 had this to say:

"When doing homework, learners work on their own and it complements classwork and I always grade it so that learners are motivated to complete it next time" [Respondent 018].

In the data collected, seventeen respondents reported that in CAPS, both guided and independent practice capitalised on the role activity played in encoding information from working to long term memory. Learners actively processed the skill and practice provided this activity. These respondents mentioned homework as a common form of

independent practice and they found its effect on learning was positive especially if teachers graded and commented on it. The respondents indicated that frequency was important. A few homework tasks as an example, five Mathematical problems per night were more effective than twenty once per week. One respondent alluded to the rationale for homework:

“I give my learners homework to partner classwork because it has high success rates and naturally success is motivating...5 Mathematical problems per night is better than twenty per night which I mark and write a comment” [Respondent 008].

In this study, the implication of the above was that homework was given as an extension of classwork, the rationale being that what the teacher taught, homework reinforced. If learners pass homework exercises, that success leads to automaticity. Homework should be raised as part of class routines, assignments written on the board. The rationale was that homework became part of learners’ expectations and increased likelihood of learners completing assignments. Since the respondents had high regards of homework, therefore, it implied that it should be graded and the rationale being to increase accountability and provide feedback.

Discussion is a positive component of CAPS as a teaching method. This researcher had been wondering why attention increased during question and answer sessions but dropped during monologues. The mystery was addressed by one respondent (003) who explained:

“Use of discussion as a teaching method especially as a follow up to a topic which has been developed is very useful for socialization but group activities need careful planning because the teacher should guide them as they work in groups. Learners learn to work in groups and respect our differences in opinions and tastes” [Respondent 003].

Sixteen respondents reported that CAPS incorporated elements of discussions, which are instructional approaches designed to stimulate thinking, challenging attitudes and beliefs

and develop interpersonal skills. The implication to the study was that teachers needed to give learners tasks that promoted the thinking and interpersonal skills included learning to listen to others (as with pairs), developing tolerance for dissenting views (as with debates), learning democratic processes and critically examining our understanding, attitudes and values as well as those of our peers. The respondents indicated that discussions like, “what exactly caused the first world war?” are an important element of teaching in CAPS from a constructivist perspective because they capitalise on the social nature of learning and promote deeper understanding. Discussions can begin with a teacher presenting an issue, “who caused the death of Duncan in Macbeth?” after which the teacher guides the group’s processing of the issue by asking strategic questions.

The implication was that the respondents were quite conscious of the fact that from a sociological point of view human beings are social animals hence they need socialisation for survival. Likewise, they allowed their learners to work in groups sporadically.

Fourteen respondents reported that CAPS allows them to factor in learners’ considerable background to the discussion as reported by one respondent:

“Learners always bring in their previous experiences to school and they tend to mix that background knowledge with new concepts” [Respondent 016].

Many discussions followed lessons in which background had been developed. A grade 11 Life Science teacher is planning a discussion of global warming. Before the discussion, he/she presents information about the depletion of the forests and the developed and developing countries record on carbon dioxide emissions. Where learners’ backgrounds are inadequate, discussions are totally ineffective, they disintegrate into “popcorns in hot,” random conjectures, uninformed opinions and “pooled ignorance”. This researcher has personally been in situations where we were asked to discuss a problem or issue with limited background. It was a waste of time at best.

Seventeen of the respondents reported supervision as a strength in the enactment of CAPS. The importance of this to the study was that teachers needed to view supervision in the positive light as it aided in the enactment of CAPS. It was one of the pillars of CAPS; therefore, it deserved maximum attention in the enactment of CAPS. HoDs made follow ups in the form of classroom and lesson observations. They also requested for teachers' files to check for compliance with CAPS requirements. Sometimes, they requested for learners' books to check for syllabus coverage and compliance with CAPS requirements too. On the examination of documents, they looked for the length of the examination paper(s), relevance, content coverage and suitability to the level of the learners. These measures were useful in reinforcing proper implementation of CAPS. The reported negativity about CAPS and supervision was discussed in Theme 9. Respondent 001 summed it up as follows:

“Supervision is good to check on compliance (syllabus coverage, length of exam paper, relevance, suitability etc)” [Respondent 001].

Fifteen respondents indicated that frequent staff meetings were important in the implementation of CAPS. This implied that in the enactment of CAPS by teachers', there was great need for similar staff meetings so that queries about teachers' enactment of CAPS could be collaboratively dealt with. They held staff meetings and they arranged time off like one afternoon a month for a meeting. The respondents singled out these meetings as very eye-opening and contributing to successful implementation of CAPS. The following respondents had this to say:

“Also staff meetings help to dispel rumours and misunderstandings about CAPS implementation” [Respondent 003].

“When we have staff meetings, I feel refreshed” [Respondent 009].

“Staff meetings which promote communication among teachers and about moderations and assessments are strong characteristics of CAPS” [Respondent 07].

As reflected in the collected data, eighteen of the respondents also reported that the level of technological development was of great assistance in the teachers' enactment of CAPS. Even when the respondents attended any of the CAPS workshops, the workshop facilitators were not merely using the printed booklets as the sole sources of information. They often used the power point system to deliver their lectures. The implication of ICT in this study was that it enabled the teachers and learners to diverge from the arguably "boring" and traditional approach of teaching, learning and assessment which was characterised by teacher-centred and memory based approach. Teachers were likely to find this variety memorable and colourful. Equally so, teachers needed to use ICT which enabled the teachers to give immediate feedback to the learners on progress and to design remedial and enrichment tasks for learners. In support of the above, respondents 005 and 019 explained as follows:

"ICT makes the job lighter for the teacher by using power point system which makes presentations unforgettable and colourful and is different from the boring rote-learning" [Respondent 005].

"Equally important is the internet or ITC which makes me give my learners and their guardians' feedback at a faster rate" [Respondent 010].

The use of textbooks in CAPS was another major strength in the enactment of selected provisions of CAPS. All the respondents reported that textbooks and/or Learner's Books were the most important elements of teaching media or learning and teaching support material. They were however supplemented by other sources of information appropriate for the level and topic being taught. The textbooks were also combined with a video, a field trip or any other additional material. Unlike in the old curriculum when the teachers were required to develop their own teaching material and this led to inconsistency and problems with coverage and quality of classroom materials, the respondents found the textbooks very useful in CAPS. They indicated that CAPS textbooks had been developed for every school subject indicating the pacing and sequence of the Grade 11 year's work to be covered and even the assessments requirements. This made planning requirements for CAPS simplified:

“CAPS textbooks have been developed for every school subject indicating the pacing and sequencing of the Grade 11 year’s work to be covered and even the assessments requirements. This made planning requirements for CAPS simplified” [Respondent 008].
“In addition to textbooks, I use other materials like DVDs, videos and physical visits (trips)” [Respondent 001].

All the respondents also reported that to accompany Learners’ Books which usually have to be screened for approval by the DoE, publishers had to produce Teacher’s Guides. The Teacher’s Guide describes the principles of CAPS and helps to interpret the curriculum policy documents in a practical way. They also indicate subject topics and knowledge focus (content) for grade and subject. The Teacher’s Guide gives information and guidance on assessment and usually has examples or full plans and schedules for the year. A summary of this was reported by respondent 004:

“I use Learner textbooks and to accompany them are Teachers’ Guides which have a list of topics to be covered, how to assess, including the year’s syllabus” [Respondent 004].

Theme 9: Challenges in implementing CAPS

The idea of allowing learners to change subjects in Grade 11 was reported by two respondents to be detrimental to the concerned learners as they lacked the foundational content of that subject in Grade 10. Literally speaking, it is an apparent impossibility to build a roof in the air. They stated that Grade 10 content was the foundation for the Further Education and Training phase (FET). In this study, it meant that allowing learners to change subjects in Grade 11 should be sparingly done as these learners arguably struggled to cope with even the elementary concepts in Grade 11. This implied that Grade 11 level was in between the foundation (Grade 10) and the icing of the cake (Grade 12). Only the naturally academically –gifted could manage a new subject in Grade 11 whose

content they never met in their earlier phases like the General Education and Training (GET). As such, respondent 007 noted that:

“The tendency of allowing learners to change subjects in grade 11 does more harm than good to those learners as they lack grade 10 content but only the intelligent ones can manage” [Respondent 007].

As reported earlier in Theme 4, all the respondents got assistance from the district office by means of emails, phone calls, workshops and even physical visits by LFs or subject teacher to the district. However, three respondents found that assistance too inadequate and this could influence the quality of the teachers’ enactment of CAPS. They reported that it was unusual for these LFs to have either time or the inclination to provide all the needed assistance in other than a lecture method. Such expert delivery of knowledge by the LFs was seldom useful and meaningful to the participants and overshadowed more powerful learning opportunities. They also reported that some of the workshops that they attended were not comprehensive at all and did not cover most of the problematic areas in their subjects. They indicated that CAPS training should not be treated as an event but an on-going process until they reach what one could call “expert level”. They also reported that the time for CAPS training workshops was ridiculously inadequate and felt more training was needed in order to become more meaningful in the practices of Grade 11 teachers. These respondents requested for much longer training periods of time than the standard 5-day training. For in-depth training, they advocated for something like 2-week training. The researcher was unsure if a developing country like South Africa could manage the financial costs if such an idea was to be “unlikely implemented”. Respondent 020 had this to say:

“The help from the district isn’t enough for me because some of the workshops I attended a lot of difficult arrears were never exhausted and lecture method was overused. Also, training for 5 days was a mockery but say 2 weeks is fine” [Respondent 020].

As indicated earlier under the strengths of CAPS, feedback played a major role in the implementation of CAPS. However, three respondents found it hard to devote so much time and effort to write detailed comments to each learner. In the interests of time, the respondents just indicated very short and sketchy feedback which had inadequate useful corrective information for the learners. In some cases, the respondents ended up writing disparaging remarks towards the learners which ended up discouraging them (learners). This problem was aptly presented by respondent 008:

“It forces me to literally worship assessment and testing as if they are the alpha and omega in learning and teaching ignoring other fields like sport and some teachers write bad comments “[Respondent 008].

When the respondents used the discussion method, they had a mountain-climb shifting from an information-giving role to facilitator. They tended to dominate the discussions, turning them into mini-lectures. Two respondents reported that they often tried to conduct discussions when learners’ background knowledge was insufficient. As stated earlier, discussions under those conditions were a waste of both teachers’ and learners’ time. They also reported that in the same vein, when conducting group work activities, if the process was not well organized, a great deal of instructional time was lost in transitions to and fro the group work. To confirm the above, the following respondents had this to say:

“In class discussions, teachers forget to just remain facilitators of learning and teaching and let it be learner centered. Plus discussions are never fine if learners lack background knowledge” [Respondent 015].

“Sometimes, learners take time to settle in their groups thereby wasting learning and teaching time” [Respondent 012].

As discussed in Theme 8, the respondents reported they were happy with supervision in CAPS but they also indicated the negative nature of supervision. Five respondents reported that they had worked with teachers who were not comfortable with class visits because they always thought it was a witch-hunting/fault-finding endeavor by the

supervisors. In this study, it meant supervision in the enactment of CAPS must be conducted without ulterior motives as this demoralised the supervisee.

“Some supervisors when they come for lesson observation aren’t objective enough but just hunt for faults and settle previous quarrels” [Respondent 004].

They indicated that some of these supervisors had an obsession for uniformity which sometimes might have required that all subject teachers taught the same curricula at the same time in the same way. Attaining such uniformity was woefully impractical considering that each classroom had something unique about its environment. As a result, those superiors wrote very negative reports about what they would have observed in one’s lesson or subject file instead of being elastic enough to treat each setting differently. This was raised by respondent 010:

“Some supervisors believe in uniformity without noting that each classroom is a unique environment” [Respondent 010].

Two respondents indicated that in some cases like giving directions about how to teach a certain topic for example, testing for photosynthesis in Grade11 Life Sciences, CAPS was prescriptive leaving little or no room for any change(s) by either the teacher or learner. The respondents treated this as a hardline stance because it disempowered both the teacher and learner, almost as if it were a virtue to have amnesia about either the teacher or the learner’s backgrounds. They reported that CAPS treated them as passive recipients of the wisdom of the curriculum developers. CAPS seemed to constrain their autonomy where it required definite sequencing. Directions to teachers were clearly spelt out, naturally for both good and bad reasons, and such teacher-proof packages were viewed negatively by these respondents. Respondent 018 echoed:

“Teachers are treated as passive recipients of the ideas of those who made this curriculum (curriculum designers)...” [Respondent 018]

One respondent reported that the current emphasis on national standards by the government meant that in all schools, “assessment /testing” was now being used to control CAPS and teaching. The DoE has prescribed standardised assessment/testing and procedures for teaching a subject or for using a particular CAPS package. Although assessment is good for grading and promotion, the respondent reported that these national standards forced them not to give much attention to psycho-social activities like counseling and sport because they were not examinable. Respondent 013 concisely described it as follows;

“I see CAPS as assessment-based only and it ignores other educational areas like sport and counseling” [Respondent 013].

Three respondents indicated that a negative attitude of teachers was a hindrance to the successful enactment of CAPS. It was important that the teacher as the implementer had a positive attitude towards it. Where the teachers were unsure or frustrated to comply with the varying informal and formal assessment requirements of CAPS, they naturally fell back into the traditional ways thereby compromising the successful enactment of CAPS. How to deal with teacher negativity was discussed in Theme 10. In responding to teachers’ negativity, respondent 003 explained:

“Some teachers are demotivated and stressed hence they develop negative attitude towards CAPS implementation and others are naturally resistant to change-don’t take change lightly” [Respondent 005].

Another critical issue reported by four respondents was learners’ negative attitude towards school work which formed part of either informal or formal assessment. The learners generally had a feeling that written exercises, tests and written examinations were just acts of assessment which teachers did “to” learners and not “with” learners. The learners viewed assessment in CAPS as a sole domain for the teacher in which the learners had no voice, and in which they could be excluded. Lest they forgot, assessment

was a summative product where the allocation of a mark determined the promotion decision. Respondent 017 summed it up expertly:

“Some learners are demotivated by teacher dominance in lessons, they (learners) are voiceless hence they become negative towards formal and informal tasks” [Respondent 017].

Still on the same token, other issues reported by the respondents that had a direct negative influence on the assessment of individual grade 11 learners were late coming, absenteeism, transportation problems, a lack of discipline and respect for authority and Language- related problem. Respondent 001 pointed out:

“Other learners bunk lessons, and seek refuge in toilets and taverns, drinking and smoking. Such guys usually disrespect teachers and other learners. Also, learning in English makes some of them so negative towards schooling because they can’t express themselves freely in English” [Respondent 001].

Language was also reported by three respondents as a major hindrance to the successful enactment of CAPS. In this study, it meant that teachers’ enactment of CAPS needed to take cognisance of language ability and proficiency of learners. Learners’ level of language skills in listening, reading and speaking always influenced the assessment results gathered through the different assessment methods. If logic prevails, then it is rational that there is a crystal correlation between mother-tongue instruction and learner achievement. In contrast to this, respondent 003 revealed:

“The majority of the learners are receiving instruction in a language that’s not their first language” [Respondent 003].

It was difficult for those learners as they are from previously black township schools to express themselves linguistically in a formal learning and teaching setting, such as the

classroom. A worse scenario was when higher-order creative thinking and writing tasks were applicable.

Three respondents reported that resources were inhibiting the successful enactment of CAPS. They further elucidated resources such as money and classrooms. On the issue of inadequate money as a hindering factor, the respondents noted that the funds from the DoE were never enough to cater for all the burning needs of the school. Learners needed to read extensively to broaden their knowledge. A well-resourced library could be their only oasis in the Kalahari Desert. Unfortunately, the schools always struggled financially and failed to equip the libraries adequately. In the end the learners who were supposed to read and do research work like in Grade 11 Business Studies and Physical Science in a well-resourced library would suffer. Other examples of inadequate facilities reported by the respondents included classrooms and laboratories. Schools must have enough classrooms to alleviate overcrowding of learners for the proper enactment of CAPS. This could not take place because of overcrowding and the classrooms needed adequate air ventilation for good learning and teaching. They indicated that usually, most of the disciplinary problems emanated from overcrowded classrooms. This meant that for teachers to enact some provisions of CAPS there was need for fewer learner disciplinary issues. Thus, it was paramount to have more classrooms so that the teacher-pupil ratio could be manageable. To confirm the above claims, the following excerpts from respondents 002 and 020 served the purpose:

“We don’t have well equipped labs and classrooms so we are having too many learners in a class pausing disciplinary problems” [Respondent 002].

“The library at my school has very old books which are of little help in CAPS” [Respondent 020]

Theme 10: Overcoming challenges in implementing CAPS

One of the problems reported by respondents was that learners who changed subjects in Grade 11 would have missed the foundational content of that subject in Grade 10. To

counter the problem, sixteen respondents had to come-up with learning teaching programmes to be followed to assist the learner in covering those aspects of CAPS for the previous grade that were not completed or never done by the respective learner. These respondents assisted their learners by highlighting in their (learner) textbooks topics these learners needed to master. Some did give them handouts to read on their own. If they encountered any problems, the learners were allowed to come to the respondents for clarity. For the learners who changed the subjects after some assessment tasks had already been given to their contemporaries, the respondents made sure that those learners complied with all the remaining SBA requirements that were done by other learners prior to their joining them. Two respondents 010 and 016 explained;

“Changing a subject should be an exceptional habit otherwise you have to encourage the learner to go over grade 10 work and even approach me for clarity” [Respondent 010].

“I give them handouts for grade 10 work and if they join my grade 11 late, i give them tasks completed prior to their joining my class” [Respondent 016].

All the respondents reported that staff development and training activities were a critical part of overcoming challenges in CAPS enactment. The teachers who taught the same subject also gathered and had to panel-beat some CAPS enactment problems they might have been encountering. Respondent 019 stated that:

“...a chat over coffee about grade 11 Mathematical problem can save time by creating staff unity and providing a room for sharing and working out problems” [Respondent 019].

Fourteen respondents also held meetings with local resource persons like the principals and HoDs depending on the school and the frequency varied from one school to another. In these meetings, ideas about CAPS were shared, problems concerning CAPS enactment were discussed and support given. Materials development was also shared and often provided for these concrete, how-to-do-it training sessions. The respondents reported that most teachers had adequate content mastery and these training sessions helped the

teachers on how to transmit that knowledge to their learners. In some instances the teachers had to visit other schools enacting CAPS especially neighbouring ones. Seeing a similar programme in operation for just a few hours was arguably worth much more than several days of LFs delivering talks on CAPS. Respondent 011 had this to say:

“Promote material development as a team, hold staff meetings with your HODs and principals and even visit neighboring school to see similar programme” [Respondent 011].

As indicated earlier, the attitudes of teachers towards compliance with CAPS requirements were negative. The negativity of teachers could have been caused by a couple of factors which included inadequate training, poor salaries and psycho-social issues to mention but a few. It was positive to learn from respondent 012 that such teachers:

“...needed to be motivated by giving them sufficient departmental support and guidance like team teaching or you swap topics or prepare memos together as subject mates” [Respondent 012].

Where there was serious and sustained departmental support, positivity towards enactment of some CAPS provisions was realised. Also, sixteen respondents encouraged coherence between individual Grade 11 teachers as a key to successful enactment of CAPS. Lack of coherence between Grade 11 learners bred separation and individualism. The respondents advocated for communal and collaborative work as opposed to individual ways. It is a fact that Grade 11 classes were generally organised around separate subject departments, located in separate parts of the school, which competed with each other for resources like chairs. In this study, the implication was that complete eradication of separatism and individualism would enhance teachers' enactment of CAPS which depended more on co-operation and communication than individualism. Respondent 014 noted:

“...to build trust among teachers, have professional meetings more often. Discourage individualism and separatism and emphasize co-operation, collaboration, communication and understanding always...” [Respondent 014].

As indicated earlier, the respondents faced obstacles to effective discussions. To be effective discussion leaders, thirteen respondents stated that teachers tended to talk less, listen more and ask questions that encouraged learners to think and interact with content and each other, not with the teacher. As reported by respondent 004:

“When planning and conducting group work activities, its key is organization, that is, avail material and make goals and directions clear and be time-specific” [Respondent 004].

They made the materials available and quickly distributed them to each group and learners were able to get into and out of the groups easily and quickly. Eighteen respondents indicated that they made the goals and directions very clear to prevent the activities from disintegrating into aimless “bull sessions”. The respondents trained learners in group work with short and simple tasks, and the learners practised moving into and out of the groups quickly (organisation). They seated group members together prior to the group work activity to make the transition from the whole-class activity to learner groups and back again with a minimum of disruption (organisation). Learners were given a clear and specific task to accomplish in groups and they particularised the amount of time learners were allowed to finish the task. Usually they allotted a short, specific but adequate time to this. They insisted that the learners produce a product as a result of the group work. Respondent 018 added onto say:

“Group work is very effective if you monitor the groups while they’re involved in the activity to ensure learners are on task and focused” [Respondent 018].

As reported earlier, the respondents battled to provide adequate corrective feedback for the learners. To counter the problem, respondent 009 came with a solution:

“...teacher must provide learners with a written ideal or model response to a writing assignment” [Respondent 009].

For instance, a grade 11 Economics teacher would ask her class to analyse a small business such as lawn-cutting operation describing factors like capital, outlay production and market. To help students evaluate their essays, the teacher would write his/her own essay and share it with the learners allowing them to compare their answers to this model. While learners did not get individual feedback, they saw what an ideal answer would be. When combined with class discussion and time available for individual help after school, the process provided learners with helpful information that could be used to improve their answers and the procedure was manageable for the teacher.

Eighteen respondents indicated that they always engaged the parents whenever they had concerns with their children. They pinpointed that they resorted to the two-dimensional communication between parents and them. Some children enjoyed bunking lessons, non-submissions of assignments and even disrespecting the teachers. The respondents strengthened this channel by asking the parents to visit their children at school like on parents' day where they had the opportunity to discuss their children's conduct with the teacher. The respondents have the telephone facility where they would always phone the parents whenever they have academic or behavioural problems with their children at school. Some parents even assisted their children with homework and others sent their children for extra lessons during school holidays and even weekends. Thus the respondents encouraged teachers to value the parents because they (parents) complemented the teacher's efforts. The following excerpts are in support of these claims:

“Get hold of the guardians of your learners when you have big problems with them (learners)” [Respondent 013].

“When parents come on a visitation discuss their children's progress or lack of it with them” [Respondent 016].

“I work in partnership with parents of the learners I teach in relation to their children’s schoolwork because they also pay for their extra holiday/afternoon lessons” [Respondent 014].

Although guidelines about curriculum and teaching were prescribed in detail in CAPS, fourteen respondents encouraged each other to consider other countless ways in which teachers’ could responsibly and professionally get around both the spirit and substance of such prescription. For example a Grade 11 Life Science teacher could vary the content of a topic like Plant and Animal life or the sequence in which it will be taught. Instead of beginning with Plant life the teacher might teach Animal life first as the learners might be having more previous knowledge about Animal than Plant life. The respondents:

“...encourage each other to modify CAPS packages in practice to fit our local environment which was not foreseen by those who gave us this curriculum (curriculum designers)” [Respondent 003].

Arguably, unless a superior is observing an educator constantly, little can be known about what really goes on behind the classroom door but the researcher writes this under correction.

4.4 Summary of research findings

From the research findings, the two research questions were addressed. Under the title ‘exploring teachers’ enactment of CAPS in selected Free State Province schools’, the following factors were reported by the respondents:

- Caps was being implemented at micro-level at all the selected schools.
- Assistance from the district office was positive through the LFs who assisted the subject teachers.
- CAPS training was useful.
- Requirements for teachers’ files were straightforward.

- The Grade 11 entrance requirements were clear.
- The policy on changing of a subject in Grade 11 was clear.
- Both informal and formal assessments were very useful in the implementation of CAPS.
- Recording and reporting of assessment were straightforward.
- Learning content and assessment matched.
- Supervision in CAPS was very useful.
- Frequent staff meetings were beneficial.
- ICT aided the teaching and learning; and lastly
- Textbooks were useful sources of information in CAPS.

The following were reported by the respondents as the main challenges to the implementation of CAPS:

- Learners who changed the subject(s) in Grade 11 lacked the foundational content.
- Assistance from the district office was inadequate.
- CAPS training was inadequate.
- Supervision is sometimes about witch-hunting.
- CAPS is too prescriptive thereby disempowering the teachers.
- Negative attitudes of teachers towards CAPS implementation.
- Learners' negative attitude towards assessment in CAPS.
- Language is a major hindrance to understanding concepts in CAPS by learners; and lastly
- Lack of adequate resources like money, time and libraries is hampering CAPS implementation.

The following is a summary of how the respondents were overcoming problems in curriculum implementation:

- Learners who lacked foundational content got extra assistance from the teachers.

- They held staff development and training activities on how to implement CAPS.
- Visiting other schools that implementing CAPS.
- Motivating teachers who hold a negative attitude towards CAPS implementation.
- Putting emphasis on collaboration, co-operation, communication, and understanding so as to build cohesion among teachers.
- Engaging parents whenever they had concerns with their children; and lastly
- They encouraged teachers to modify CAPS packages in practice to fit their specific classroom situation.

4.5 Conclusion

From the research findings certain issues were raised but the gist of the findings was that the teachers' enactment of CAPS was a complex process that varied from one school to another. There may be considerable differences of opinion among teachers of any school. The only certainty about CAPS is that there is no right way of going about it for all teachers in all schools. Enactment of CAPS is taking place in a fluid setting, therefore implementation problems will always evolve, and new issues, new requirements, and new considerations emerge as the process unfolds. Although the researcher is not closing up for upcoming research around this issue (teachers' enactment of CAPS) he is glad that the research questions he had noted at the commencement of this study have received substantial answers from which he can comfortably conclude and make recommendations. Therefore, the next chapter focuses on the research summary, findings of the study, limitations of the study, recommendations and conclusions.

CHAPTER FIVE: OVERVIEW, SYNTHESIS OF DATA AND RECOMMENDATIONS

5.1 Introduction

Data collected, analysed and displayed was thematically discussed in chapter 4 in an effort to explore teachers' enactment of CAPS in selected Free State Province schools at Fezile Dabi district in Free State. The presentation of this chapter begins from a summary of each chapter in which the conceptualisation of this study was guided by research questions asked at the commencement of this study. The greater part of the findings in this research came from 20 respondents who provided their experiences as they enacted some provisions of CAPS at Fezile Dabi district. The implications pointed to the fact that something more has to be done by learners, teachers, principals, parents and universities, but to mention a few if at all the teachers' enactment of CAPS should be enhanced.

After a synopsis of each chapter, some conclusions, recommendations for significant stakeholders and for further research are provided followed by encountered limitations. The limitations were mainly for note since they did not grossly affect the credibility of the study.

5.2 Overview of research findings

This section attempted to provide a summary of each of the first 4 chapters all in an effort to guide readers into the main gist of this research. In other words, it gave a summary of the proceedings within each chapter. Like research in general, the summary served as a background to the synthesis and recommendations of the study.

5.2.1 Chapter one

It focused on why the post-apartheid South African government changed the curriculum to one that reflected the values and beliefs of non-racial democracy. This government felt

compelled to remove curriculum content and practices that were at odds with the principles of social justice, equity and redress. This led to a raft of changes in education and the major ones being C2005 and CAPS which was under study. It also highlighted the significance and the contribution of this study for a master's degree as follows:

- Explore factors (if any) that affect Grade 11 teachers' enactment of selected provisions of CAPS.
- Document how Grade 11 teachers enact CAPS in their daily classroom activities.

5.2.2 Chapter two

Chapter two focused on literature review. From the literature review, change is reported as an ever-present phenomenon in life. Change is recognised, accepted and even embraced as part of human life. It is human nature to perceive the world imperfectly and people are always aspiring to change things for the better. Therefore, change is not primarily intended to slow things down but rather to challenge existing things as being hypocritical and tentative in our search for improvement, advancement and innovation (Meyer, Lombard, Warnick & Wolhuter 2010:1).

Education reform (CAPS) was also attributable to change. It may be self-propelled, where changes are initiated and driven by the education sector or it may be initiated and driven by external forces such as politics. Since 1990 education reform in South Africa has gained momentum largely through politically-inclined initiatives. Envisaged political changes have not only prompted education reform, but served as motivation for reform. Also highlighted in the literature review were the levels of curriculum implementation: macro and micro implementation. Macro-implementation was defined as application of policy and curriculum initiatives which had been determined at national level by curriculum authorities (Jordaan 1989 in Carl 2010). Micro- implementation was defined as a process during which local decisions were taken (Jordaan 1989:393 & Mostert 1986b in Carl 2010:136). In this study micro-implementation was more prevalent than macro-implementation.

Attitude of teachers and learners also determined how teachers enacted some selected provisions of CAPS. Insecurity and incompetence among teachers as to the practical execution of a curriculum contributed to a negative attitude (Warnick 2008:289-290). Another important strategy highlighted was the level of technological development in the enactment of any curriculum (DoE 2003c: 8) since ICT enabled teachers and learners to diverge from the traditional approach of teaching, learning and assessment which was characterised by the teacher-centred and memory-based approaches. It was also noted that for the successful enactment of any curriculum (CAPS inclusive) then, training of principals and teachers was a prerequisite (MacLaughlin 2002: 187). Principals and teachers needed to be oriented in the new curriculum prior to enactment.

Parents could provide their children with a learning environment that is conducive to learning (Du Plessis et al. 2007: 120-124). They can assist their children with their homework or send them for weekend and holiday lessons. This would certainly have a positive influence on the enactment of any curriculum. Another requirement for successful curriculum enactment as reported in the literature review was language. According to Kriel (2007) it is easier for mother-tongue learners to first seize new concepts and skills in their own language and then later on to transfer them to a second language such as English and Afrikaans. For the majority of black learners, neither English nor Afrikaans is their first language and this can compromise teachers' enactment of CAPS.

Still in chapter 2, an overview of CAPS was done and reference was made to CAPS for each approved school subject; the NPPPR and NPA policy documents too. The general aims of the South African curriculum were reported together with the principles on which NCS Grades R-12 are based.

5.2.3 Chapter three

Chapter three focused on research design and methodology. The researcher adopted the

qualitative research design in this study. The intent was to use this design in drawing the most valid, credible conclusions from the answers to the research questions. Because there are many types of research designs, it was important to match the research questions to an appropriate design (qualitative design). The researcher found it a far more sensitive and meaningful way of recording human experiences as words and sentences were used to qualify and record information about teachers' enactment of selected provisions of CAPS at selected schools at Fezile Dabi district.

The researcher's target population was grade 11 teachers at 5 selected high schools in the Fezile Dabi district. Only 4 teachers per school who taught grade 11 were used in this study as respondents. Choosing the grade 11 teachers as the population was just deliberate and of academic interest considering that the researcher was teaching only Grades 10 and 12. Also, all the selected respondents had undergone a week long CAPS training. Since this study adopted the qualitative approach, therefore a purposive non-probability sampling strategy was used to select the sample. This enabled the researcher to access data from people who had in-depth knowledge about teachers' enactment of CAPS at selected schools at Fezile Dabi district.

Data was collected by means of a semi-structured individual interview. This involved direct personal contact with the respondents who were asked to answer questions relating to teachers; enactment of CAPS at Fezile Dabi district. This enabled the researcher to collect data and to learn about ideas, views and uncover meanings of their experiences in the subject under study. In order to record and capture the interview data, the researcher tape-recorded all interviews with the respondents' permission and notes were also taken whilst the interviews were taking place.

The trustworthiness of data was ensured by returning the transcripts to interviewees to read and verify the accuracy of what they said. Validity was also enhanced by having the respondents read the data and contact the researcher should they wished to clarify their verbal comments. To maintain further validation, the researcher and the supervisor had a

thorough examination of the semi-structured individual interview schedule before it was finally administered.

5.2.4 Chapter four

Chapter four dwelt on data presentation and analysis. The data was collected after the researcher had interviewed 20 respondents from 5 selected high schools at Fezile Dabi district. The semi-structured individual interview schedule had 10 questions. A detailed and accurate analysis of all the 20 respondents' response was indicated in chapter four. The following is a list of what was addressed in the interview schedule:

- The entrance requirements for different CAPS subjects at grade 11.
- The expectations for a good grade 11 educator's file.
- Checklists grade 11 teachers consider when choosing textbooks appropriate for grade 11.
- Assistance from the district education office.
- Forms of assessment for grade 11 learners.
- Recording and reporting of assessment according to CAPS.
- Subject time allocation in CAPS.
- Factors which facilitate CAPS implementation.
- Challenges teachers face in implementing CAPS; and lastly
- How teachers overcome challenges in implementing CAPS.

5.3 Synthesis of findings as per main themes

The findings are grouped into the following themes:

5.3.1 Theme –facilitative factors of CAPS

Lamentations about the quality and state of our country's education being in crisis have an element of truth. But the intricacies involved in addressing the past anomalies that are still prevalent in the various education structures are not a walk in the park. Strides made

to make the education system inclusive should be applauded and supported. In this write-up, the researcher synthesised the facilitative factors which he deemed the most important for academic interest.

It is pleasing to note that the cited facilitative factors in chapter four pointed to constructivist theory which forms the basis of cooperative learning in teachers' enactment of CAPS. Constructivism is the assumption that learners actively construct their own understanding of skills and knowledge rather than having it delivered to them by the teacher (Woolfolk 2010). This constructivist view of learning meant that the respondents had to put instructional activities in the form of problems for learners to solve. The respondents had to view learners' solutions to problems from their point of view. Constructivism also meant that the respondents respected that what were errors from an adult point of view were children's expressions of their current understanding. In the event of unforeseeable undesirable outcomes, alternative instructional approaches were prevailed. In most cases this made less confident learners to become involved. In other words CAPS is promotive of learner -learner interaction and this leads to development of social skills which are as important as the content they are learning.

Also, CAPS is hinged on textbooks and this is a practice that is followed in many parts of the world and South Africa is no exception. One might say over-reliance on textbooks blocks reasoning and an analytical bent of mind which is critical for a learner who has to face the world once they are out of the framework of a school existence. This researcher supports the idea of using CAPS-approved textbooks for they help learners to get a good grasp on the subject one is majoring in. This is very important in the present when the learners have to survive on the amount of knowledge that they have acquired during the time that they are in school.

One of the most key features of CAPS is assessment. It provides feedback. Behaviourists describe feedback as important in helping learners to generalise and discriminate (Woolfolk 2010). From an information-processing perspective, feedback helps learners check the accuracy of their background knowledge and create additional associations,

resulting in more meaningful learning. Equally so, knowledge of results increases motivation. Both behaviourism and cognitive theories of motivation provide additional insight. Success is reinforcing, it is obviously more fun to get answers right than wrong. Reinforcement is motivating, which in turn leads to increased learner effort. Increased learner effort promotes positive contributions for success and improved self-esteem. Motivation is further increased, and a positive cycle snowballs. Failure has exactly the opposite effect.

Recording and reporting of learner performance was also indicated in the data collected through semi-structured individual interview as very important component of CAPS. Parents and other stakeholders always anticipated feedback about learner performance. Even the national government which invested arguably heavily in education needed this feedback for national planning.

CAPS encouraged teacher appraisal and assessment (supervised teaching). The main aim of staff appraisal was to improve on the teacher's teaching abilities with a view to professional development and motivation. The focus of this teacher supervision by LFs and HoDs was broadly orientated to staff development than to performance evaluation.

CAPS promoted good school-community relations. Community involvement in schools was a buzzword in CAPS. Everybody seemed to agree that it was essential that the parents become involved in the activities of the school. Parents had a natural interest in the welfare of their children. That was the driving factor for teachers to always liaise with the parents whenever they faced disciplinary problems with their children.

5.3.2 Theme-inhibitive factors of CAPS

Although a small number of inhibitive factors were raised by the respondents, this researcher deemed them to be of great substance. The successful enactment of any curriculum presupposes an adequate supply of resources which in turn will determine the delivery of high-quality information required by all stakeholders. This researcher hopes

that the government and all stakeholders will tone down the misleading matric euphoria. The DoE needs to place as much emphasis on the other grades as it does on matric and give all phases and grades equal resourcing and support as this would automatically lead to good matric results. At the time of writing this research Umalusi announced that there was group-copying in several centres in Eastern Cape and KwaZulu Natal. It appears our education system is focused on quantity instead of quality and this inherently puts teachers under undue pressure. Schools end up manipulating the learner promotion and progress because of pressure to produce better senior certificate results. This contributes to the dropout of learners especially in grades 9, 10 and 11. With the matric euphoria, it is this same pressure which possibly forces schools to cheat.

Teaching is not an easy profession. The teacher must be a mature person to be able to handle all emotions involved in educating learners in an intelligent way. You have to handle the feelings of colleagues and learners, as well as your own feelings on a daily basis. Only the emotionally fit can best handle teaching. In any curriculum, the teacher is the chief implementer. As collected in the data some respondents' attitude towards CAPS implementation was negative. This could have been a result of a number of issues which could include:

- Bad management.
- Excessive paperwork.
- Lack of subject knowledge.
- Inadequate resources.
- Lack of learner discipline.
- Lack of parental support.
- Lack of support; and lastly
- Lack of recognition.

If that negativity was not promptly addressed, many of those teachers arguably reverted to the traditional teaching methods as soon as they experienced problems with the enactment of CAPS.

Another challenge is language-related. It is much easier for native speakers to first master new concepts and skills in their own language and later on transfers them to a second language. At the schools under study, all the learners are not native speakers of English but they are taking it as the language of learning and teaching thereby compromising the enactment of CAPS. Lest we forget, mother-tongue instruction is paramount.

The training of teachers and principals was too inadequate. Just a 5-day long training was deemed enough. Training of curriculum implementers should be a process and not an event. Just a week of training is insufficient for fuller orientation in the new curriculum prior to CAPS implementation. As a stop-gap measure training of CAPS implementers should be an on-going thing. Currently, it is quite inconsistent but it is understandable that a developing country like South Africa cannot economically sustain continuous training of teachers in the enactment of CAPS.

5.3.3 Theme-How to overcome implementation challenges

Like the researcher mentioned earlier, the challenges involved in redressing curriculum challenges facing our country are a mountain-climb. The respondents reported a vast number of measures to address the enactment challenges. This researcher watered down all their solutions to collaboration, co-operation and teamwork. The respondents put emphasis on collaboration and co-operation to overcome most challenges in CAPS. Organisations such as schools benefit from the uniqueness that teams have to offer. Determining the purpose of the team is critical to the success and effectiveness of the team. Jones (2005: 24) suggests that teams might undertake the following functions or purposes in organisations such as school:

- Distributing and managing work.
- Problem-solving and decision-making.
- Increasing commitment and involvement; and lastly
- Monitoring and evaluation.

In the data collected, the respondents reported that CAPS allowed learner-learner and learner-teacher interaction. Learners could work in pairs, small or larger groups. Teamwork was also addressed through staff-meetings. In most schools, a schedule of meetings is drawn up before the start of the school year to ensure that all teams are provided with sufficient time to meet. Managed well, meetings can achieve and support a range of purposes including:

- Identifying and solving CAPS enactment problems.
- Reaching agreement on grading and reporting procedures.
- Motivating people and generating commitment.
- Motivating teachers with a negative attitude towards CAPS enactment.
- Encouraging teachers to modify their packages; and lastly
- Sharing how to assist learners who started a new subject in grade 11.

The respondents reported that learning to work with parents can make a profound difference to the quality of life in the classroom. For many reasons, many teachers are evasive where it involves parents in the learning and teaching process. However, partnership between parents and teachers is healthy because it can lead to learners' academic achievements, increased self-esteem, decrease in behavioural problems and improved attitude towards school work. For the parent they feel more positive about their ability to help their children. Of course for the teacher, it means decreased workloads.

5.4 Recommendations

Based on the research findings the following recommendations are made:

5.4.1 Implications for teachers, principals and parents:

- Local material development is necessary as it provides the teachers with a sense of involvement, ownership and an opportunity to “learn-by-doing”. Such “reinvention of the wheel” may provide the teachers an opportunity to engage in experience based learning.

- Frequent and regular staff meetings should be used as a way to review teachers' enactment of CAPS in different schools. This will provide a vehicle for articulating and working out problems, a chance to communicate CAPS information, share ideas and provide each other with support and encouragement.
- Staff training for both principals and teachers is necessary and it should be long enough to empower the principals and the teachers adequately.
- Teachers as the main implementers of CAPS should have a positive attitude towards its enactment. For many teachers, it is important in the name of accountability to scrupulously comply with the administrative requirements of CAPS thereby just reducing it to a technical act to satisfy school management and DoE.
- There must be an adequate supply of resources like the physical ones, for example, when classrooms are too large that makes it difficult to do justice to CAPS as some of the assessment methods do not require too large groups of learners like oral presentations in languages.
- Learning and teaching materials should be distributed evenly and timeously in schools because in most cases teachers do not have the time, materials and skills to develop their own learning and teaching support materials.
- Use of ICT should be a priority in schools as it aids teachers in tracking learner performance and further enables the teacher to give immediate feedback on learner progress and to design remedial and enrichment tasks for learners too.
- A positive school climate is undoubtedly a requirement in the successful enactment of CAPS. A positive school climate will motivate teachers to face the challenges of CAPS with confidence and also fosters a spirit of co-operation and collegiality whereby teachers can easily share their understanding of CAPS.
- Learners should be taught in their mother tongue in all the subjects across the curriculum. Lest we forget, it is easier for mother-tongue learners to first seize new concepts and skill in their own language and then later on to transfer them to a second language.
- Parents should provide their children with a learning environment that is conducive to learning as lack of this has a negative influence on the

enactment of CAPS.

- Parents should complement teachers' efforts by assisting their children with homework, send them for weekend/holiday lessons or hire private tutors to assist their children.
- Parents should place high premium on education and school attendance by their children should be of great importance. They should not deliberately keep their children out of school; and lastly
- Parents should help in disciplining their children as the children's bad behavior usually spills into the school.

5.4.2 District education officials:

- Continuous contact with principals and teachers to provide advice and assistance, to encourage mutual contact between teachers as well as effecting contact with learners and parents.
- A clear communication to illustrate roles, to explain terminology, illustration of possible means of evaluation and to supply answers to frequently asked questions.
- A provision of support service, for example, explain time table, support by supplying material, setting an example, creating a climate in which trust and security feature; and lastly
- Compensation such as praise and acknowledgement but, also intrinsic aspects of compensation where successful enactment of CAPS is regarded as sufficient compensation.

5.4.3 Universities and researchers:

- There should be further study on the teachers' enactment of CAPS in South Africa at large.
- Faculties of Education should make the study of CAPS a core module for Teacher Education.
- Information about CAPS should be made readily available to the Department of

- Education, teachers, learners and parents; and lastly
- Researched documents about CAPS should be easily accessible to the public.

5.5 Limitations

As is the case in many qualitative studies, this qualitative research carried minimal limitations that may not be a threat to the credibility of the study but are worth mentioning. Firstly, most qualitative researches use smaller samples, when compared to quantitative studies. Therefore, the small sample of 20 respondents with this qualitative research may not allow for wide generalisability except the population from which the researcher purposively sampled 20 respondents, who then provided the required data. The issue of lack of wide generalisability is a common feature in qualitative studies and readers should have to note that the major purpose of this study was not to work with large numbers that would test statistical significance as in quantitative researches but to present social reality in as far as teachers' enactment of CAPS at Fezile Dabi district are concerned. As such, findings of this study may not be generalised to teacher enactment of CAPS at Fezile Dabi district in Free State. Secondly, even though some assurances on strict confidentiality had been promised to the respondents involved in the study, it was not easy to ascertain how much confidentiality would prevail among 20 respondents since the participants in the individual interviews were of different ages, backgrounds and life-line connections that may want to disregard strict confidentiality.

Despite the above limitations, it is encouraging to note the fact that the responses by the respondents from the presented data seem to be reflecting some answers to the initial research questions that guided this study.

5.6 Conclusion

As outlined in this study, there is still a variety of issues and challenges to address in order to ensure the effective teacher enactment and interpretation of CAPS. In spite of well-intentioned interventions by teachers to address these issues, the enactment of CAPS

still remains a tall order for the South African teacher. What remains for the foreseeable future is to conduct further research aimed at finding and disseminating innovative ways and strategies to successfully enact CAPS in the South African context. All parties and stakeholders concerned with education in South Africa should join together to give learners real opportunities to improve their lives through quality education. In the final analysis, the question is not whether CAPS should be enacted by teachers but whether sufficient support and encouragement is being given to teachers by all interest groups in education. Only when this line of action is taken can South Africans acknowledge that they have taken a step towards maturity in discussions around curriculum.

Since this report follows only a few years of teachers' enactment of CAPS, it is difficult to make any firm and conclusive claims about the central research topic: exploring teachers' enactment of the CAPS in selected Free State Province schools. However, there are some deeper theoretical issues embedded in these findings which move beyond the specifics of the teacher-level data or the element of implementation time.

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APPENDIX A:

INTERVIEW QUESTIONS

P.O. Box 1606

Vereeniging

1930

TITLE OF STUDY

EXPLORING TEACHERS' ENACTMENT OF THE

CURRICULUM AND ASSESSMENT POLICY STATEMENT
IN SELECTED FREE STATE PROVINCE SCHOOLS

PURPOSE OF STUDY NECESSARY TO FULFIL THE REQUIREMENTS FOR
THE DEGREE MASTERS OF EDUCATION

It is hoped that this study will help the teachers in their professional development and to contribute to the development of various aspects of the cognitive life of the learners in South African schools.

QUESTIONS

- 1 What are the entrance requirements for your grade 11 subject?

- 1 According to CAPS which are the expectations for a good grade 11 educator's file?

- 2 Which checklists do you consider when choosing textbooks appropriate to CAPS for grade 11?

- 3 What kind of assistance do you get or expect from the district education office in regard to CAPS implementation?

- 4 According to CAPS, what are the forms of assessment for grade 11 students in your respective subject?

- 5 What can you say about reporting of assessment according to CAPS?

- 6 What is your evaluation about time allocation in CAPS for your respective subject?

- 7 Which factors facilitate the implementation of CAPS?
- 8 What challenges are you facing in implementing CAPS?
- 9 How do you overcome challenges in implementing CAPS?

RESEARCHER'S CONTACT DETAILS.

Mr K. Zano

0783264997

kufazano@yahoo.com

APPENDIX B

LETTER OF CONSENT FROM THE PRINCIPAL

P.O.Box 1606

Vereeniging

1930

Date

STUDY TITLE: EXPLORING TEACHERS' ENACTMENT OF THE
CURRICULUM AND ASSESSMENT POLICY
STATEMENT IN SELECTED FREE STATE PROVINCE
SCHOOLS

PURPOSE OF STUDY NECESSARY TO FULFIL THE REQUIREMENTS
FOR THE DEGREE MASTERS OF EDUCATION

Dear Principal

I am a student at the University of South Africa and am presently enrolled for the dissertation module, which forms part of the structured master's degree in Curriculum Studies.

I hereby request for permission to conduct research in your school. I will be interviewing four grade 11 teachers from your school, who will be selected using the non-probability sampling, on exploring teachers' enactment of the CAPS to grade 11 at Fezile Dabi District in Free State. All the teachers will be interviewed in one day. Their participation in the study will ultimately contribute to improved academic success and the development of the various cognitive lives of the learners in South Africa. The participants' privacy, anonymity and confidentiality are guaranteed as their names will not be used in this study. The participants are guaranteed of voluntary participation and invitation to ask questions too. If they choose to participate in this study, they may withdraw at any time without any penalty.

If they may have any questions about being in this study, they may ask me on 0783264997, email kufazano@yahoo.com or my supervisor Dr Maphalala on 0124294381, email mpalmc@unisa.ac.za

Yours faithfully

..... Student number.....

Principal's signature..... Date.....

APPENDIX C

CONSENT FORM FOR PARTICIPANT

P.O.Box 1606

Vereeniging

1930

TITLE

EXPLORING TEACHERS' ENACTMENT OF THE
CURRICULUM AND ASSESSMENT POLICY STATEMENT IN

SELECTED FREE STATE PROVINCE SCHOOLS

PURPOSE OF STUDY NECESSARY TO FULFIL THE REQUIREMENTS FOR
THE DEGREE MASTERS OF EDUCATION

Dear participant

I am a student at the University of South Africa and am presently enrolled for the dissertation module which forms part of the structured master's degree in Curriculum Studies.

If you consent, your participation involves sharing your experiences about exploring teachers' enactment of the Curriculum and Assessment Policy Statement at your school and how you would overcome any enactment challenges. The researcher hopes your participation in this study will identify CAPS practices and engagements and ultimately contribute to improved academic success and the development of the various cognitive lives of the learners in South Africa.

There are no costs for participating in this study other than the time you will spend responding to the interview questions and the interview will be just for a day. Your privacy, anonymity and confidentiality are guaranteed as your name will never be used in the study. Voluntary participation and invitation to ask questions are also guaranteed in this study. If you choose to participate in this study, you may withdraw for any reason any time without any consequences from this researcher or UNISA.

If you have any questions about your participation in this study, you may ask me on 0783264997, email kufazano@yahoo.com or my supervisor Dr Maphalala on 0124284381, email mphalmc@unisa.ac.za

Yours faithfully

..... student number 48158054

CONSENT

I have been given the chance to read this consent form. In understand information about this study. Questions that I wanted to ask have been answered. My signature says that I am willing to participate in this study.

.....
Participant's signature Date

.....
Signature of the researcher Student number Date

APPENDIX D: DBE DISTRICT OFFICE CONSENT LETTER



College of Education • Department of Teacher Education • Private Bag 392, UNISA, 0003, South Africa • Tel: +27 12 412-4381 • Mobile: 0834301088 E-mail: mphalmc@unisa.ac.za

27 August 2013

To Whom It May Concern

REQUEST FOR APPROVAL TO CONDUCT RESEARCH

University of South Africa encourages responsible research that will be beneficial to the researcher, the University, and the community at large by exploring new ideas, broadening understanding of a particular field of study and seeking solutions to existing problems.

On behalf of the College of Education (UNISA), I hereby request permission for our student to conduct academic research in your organization. The details are as follows:

1. Name of Researcher: **Mr. K. Zano**
2. Address of Researcher: **P. O Box 1606
Vereeniging
1930**
3. Email Address: **kufazano@yahoo.com**
4. Telephone Numbers: **Mobile: 0783264997**
5. Reason for conducting research: **Necessary to fulfill the requirements for the degree
Masters of Education (Curriculum Studies)**
6. Research Topic: ***FACTORS WHICH FACILITATE AND INHIBIT THE
IMPLEMENTATION OF CAPS AT FEZILE DABI DISTRICT IN FREE STATE***

Please do not hesitate to contact me should you need further details about this research project

Yours sincerely

Dr M.C Maphalala
Research Supervisor & Lecturer



ANNEXURE E

Interview transcriptions

Question 1

What are the entrance requirements for your grade 11 subject?

Respondent 007

“A grade 10 pass is compulsory but of great importance is a pass in HL (Home Language) with a 40%. Also, refer to this NPPPR CAPS document on promotions”

Respondent 002

“You can’t jump a grade! Pass grade 10 first meaning 40% in 3 subjects and 30% in other 3.”

Respondent 014

“Just an official grade 10 report card indicating the child passed grade 10 using a prescribed format in the CAPS documents is enough for promotion to grade 11.”

Respondent 004

“Unlike in lower phases where a learner must pass HL with a 50%, here a learner only has to get at least a 40%. In short one must pass grade 10 only.”

Respondent 009

“There is no confusion about promotion. It’s simple; a pass in grade 10 is enough.”

Respondent 011

“Oh! It’s clear in the CAPS policy that just pass grade 10.”

Respondent 019

“I’m sure the major one is a 40% at Home Language level and 3 others at 30% and 2 more at 40%.”

Respondent 001

“Very simple [pause] just bring a grade10 school report card showing you passed it.”

Respondent 013

“One who’s met promotion conditions in grade10 will be accepted in my subject.”

Respondent 017

“Pass grade 10 and you’re welcome to join my subject.”

Respondent 003

“You can’t roof in the air! Pass grade 10 first and proceed to grade 11.”

Respondent 020

‘Bring an official grade10 report with all the required passes.’

Respondent 015

“CAPS document on promotions bares it all. I only take a child who’s passed grade 10.”

Respondent 012

“CAPS policy is crystal about this. Pass grade10 first.”

Respondent 018

“A pass in grade 10 is a must. There are no other ways.”

Respondent 005

“Pass grade 10 and be my learner in grade 11.”

Respondent 008

‘As stated in CAPS document, a learner must pass grade10 first.’

Respondent 010

“A grade 10 pass is a must for me to accept a learner in my grade 11 subject.”

Respondent 016

“I respect the CAPS policy which demands for a pass in grade10.”

Respondent 006

“Ah! It’s simple. Enroll for grade 11 after passing grade 10.”

Question 2

According to CAPS, which are the expectations for a good educator’s file?

Respondent 006

“I’ve a file with 3 CAPS documents ...my LF from the district always wants to check it when he comes here so I try to keep it updated.”

Respondent 007

“I use this file not a folder...my HoD is obsessed with it and I make sure it’s always available to my superiors.”

Respondent 010

“This is my file. I don’t want to pick a fight with my principal if don’t update this file”

Respondent 004

“My file has the termly teaching and assessment plans, rubrics and memos, record sheets and enrichment tasks. Only one file is good for me to keep my CAPS materials and assessment plans.”

Respondent 017

“Everything is in this file. I always keep it here for easy access when my HoD wants it.”

Respondent 009

“It’s much easier to teach CAPS because all the information for each subject is in the file.”

Respondent 001

“Eheeee... this is my file to keep as proof of my teaching. Even a list of the books I use is filed in here.”

Respondent 018

“I observe CAPS policy which requires me to keep an up to date file available on request

Respondent 020

“I use this file to keep reproducible handouts and for each new topic, I take out a folder from the file.”

Respondent 002

“My evidence of learning and teaching is in this file. Look at these 3 CAPS documents I received at the workshop.”

Respondent 019

“Look at my colorful file. It has dividers and is beautifully labeled .i also keep evidence of my communication with parents about their children’s academic performance and behavior”

Respondent 012

“Don’t mind its thinness but everything is tucked in including exam papers. I lock it in my cabinet.”

Respondent 008

“All my CAPS things are in this file. All the formal assessments are in here.”

Respondent 013

“I file everything in this file. These include CAPS for each subject, the policy documents-NPPPR and NPA for assessment.”

Respondent 011

“My HoD wants me to have this file at hand. I keep exams and record sheets in here too.”

Respondent 005

“My annual teaching plan is in this file plus tests and memos. My LF and HOD are made about this file”

Respondent 016

“I keep my assessments plans in this file and CAPS documents I got from the workshop.”

Respondent 014

“All the books I used and other resources are indicated in this file. I keep it on my table or sometimes I lock it away in the cabinet over there.”

Respondent 003

“I keep a record of my struggling and fast learners here. This file has CAPS documents I got from my LF.”

Respondent 015

“All the informal tasks and formal tasks are filed here I’ve a difficult HoD who checks this file.”

Question 3

Which checklists do you consider when choosing textbooks appropriate for grade 11?

Respondent 004

“I use CAPS approved books with books formal and informal activities. I choose a book that explains content clearly.”

Respondent 001

“A good book has illustrations and good diagrams that are clear to the children.”

Respondent 015

“There’re many booksellers but I consider a book with the appropriate assessment tasks for my grade 11 classes.”

Respondent 008

“Does it cover the tasks specified in the CAPS document for assessment, for example, tests and projects? Does the Teacher’s Guide give clear guidance with assessment?”

Respondent 006

“Does it support you to prepare a lesson with some important guidelines? Does it help you with your CAPS planning for the year or term by term?”

Respondent 007

“Each learner has a book I gave them which caters for both fast and slow learners.”

Respondent 011

“If a book has adequate and suitable learner activities, then I go for it.”

Respondent 003

“So many companies are selling books but I want ones with all the good assessments and correct activities.”

Respondent 016

“I’ve two CAT text books which have excellent Teachers’ Guides. The books indicate the sequencing and pacing of the years’ work and formal and informal requirements”

Respondent 018

“I can’t lose this book which has the right sequencing of topics even the teacher’s guide is awesome.”

Respondent 017

“I see if the content is up-to-date and relevant to the real world. I also see if the illustrations and diagrams are clear and if they link to the content.”

Respondent 002

“The teacher’s guide must be helpful as the one I use in Life Sciences.”

Respondent 009

“All the assessments must be clearly explained in the book. Even the teacher’s guide must be of great help to me.”

Respondent 020

“This Physical Sciences text I chose suits the level of my grade 11 learners. Important words are explained. Look at its glossary, its good.”

Respondent 012

“The content must be relevant to our world and that there’re good diagrams.”

Respondent 005

“I love a book with simple vocabulary in this English Language text. Even my weakest children are coping with it.”

Respondent 010

“Learner activities in the Learner textbook and Teacher’s Guide must be sufficient.”

Respondent 014

“This book has the right content, a good teacher’s guide and has many remedial tasks for my slow learners.”

Respondent 019

“Does the textbook cover the curriculum comprehensively? Is the content sequenced appropriately? Is the content explained in a logical way?”

Respondent 013

“A good book has the correct content and suggests how to teach the topics in that book.”

Question 4

What kind(s) of assistance do you get or are you getting from the district office in regards to implementation of CAPS?

Learner 002

“My LF invited me for a workshop last term which I attended. He emails common exams and memos too.”

Respondent 009

“Those guys from the district email us when they want to clarify formal assessments and moderation of assessments.”

Respondent 005

“When I need assistance on programme of assessment and Teacher’s file, I phone the LF who always tries to make it clearer for me.”

Respondent 010

“For any major subject problem in my department, I go to the district office or the principal goes on my behalf to seek clarification. They also fax workshop invitations.”

Respondent 004

“Emails from the LF detail which formal assessments to do and how to record them. Even workshop invitations are emailed to us. I attend these workshops.”

Respondent 012

“Sometimes we receive telephone calls from office if they want to give some information.”

Respondents 015

“I visit the district when I need urgent help. I’ve also attended one workshop this year which was facilitated by my LF.”

Respondents 001

“My subject supervisor at the district faxes, or emails me when there is a workshop I need to attend. She even visits the school to check on subject compliance.”

Respondents 014

“I get help on going around formal tasks, recording and moderation of learners’ work. I was at the district office once so far to consult with my LF”

Respondents 007

“I attended a workshop in term 3 which was very helpful to me. Also, question papers are emailed to the school including the memos.”

Respondents 008

“My workshop invitations are either emailed or faxed to the school. I got help about the formal tasks and moderation of History marks.”

Respondents 003

“The common papers, memos and erratum or invitations to workshops are emailed or faxed to my school. We get help in conducting both formal and informal tasks.”

Respondents 019

“I had a helpful Mathematics workshop which was facilitated by my LF this last September holiday.”

Respondents 013

“My LF visited the school in term one to check on my progress in Sotho and our discussions were fruitful.”

Respondents 006

“I email my LF if I’ve issues which need her attention. So far she has been very responsive.”

Respondents 020

“The workshop I had in term two for Business Studies wasn’t a waste at all. I did visit my LF at district offices for help”

Respondents 017

“I had a good Economics workshop last term and even my LF visited the school last term to check if I was managing.”

Respondents 011

“My invitations are emailed or faxed to the school. My LF helped me to fix my file which was a mess.”

Respondents 018

“I was invited for a workshop in term three which I attended too and the LF spoke about the contents in the file and assessments.”

Respondents 016

“The last workshop I attended last year 3rd term was of great help to me.”

Question 5

According to CAPS, what are the forms of assessments for grade 11 learners in your respective subject?

Respondents 004

“They’re two [pause]-informal and formal and formal is the one I record.”

Respondents 017

“Formal and informal but I concentrate on formal more.”

Respondents 009

“Simply, formal and informal like orals in English are informal and end of year exam is formal.”

Respondents 011

“Quite clear, one is formal [pause]-like recordable tests and then informal like observation.”

Respondents 014

“Formal assessment is the one I record and the informal which I don’t mind much because I won’t record it.”

Respondents 020

“All the end of year is the formal assessments and daily activities are the informal ones.”

Respondents 005

“We’ve formal which is recorded to grade learners and then informal which we don’t record unless one just wants to.”

Respondents 003

“That’s simple. I use formal when I want it to contribute to one total mark and informal just to keep learners busy.”

Respondents 013

“We’ve formal assessment to grade the learner for promotion or repeating the grade and informal when learners are just discussing an unrecordable task in pairs.”

Respondents 016

“There’s informal which I sometimes record but won’t contribute to a learner’s termly mark. Then, formal which makes the learner’s mark.”

Respondents 008

“Only two, that is formal which is very demanding for teachers and we record it then informal which we use with learners for them to work for the final exam.”

Respondents 006

“For recording the learner’s work we use formal and for practicing with the class we use informal assessments.”

Respondents 010

“Informal could be as simple as stopping during a lesson to observe learners or to discuss with learners how learning was progressing.”

Respondents 012

“End of year exams constitutes formal assessment and class discussions make informal discussions.”

Respondents 007

“Formal activities are the ones I enter on the mark sheet, then informal are just for practice with the learners.”

Respondents 001

“Informal and to record it is a waste of time. Also, there is formal which add to the year mark.’

Respondents 019

“In my LO subject, SBA part make up 100% of the grand total.”

Respondent 002

“I know only of formal which I use to promote or repeat my learners and informal to keep teaching and learning in check.”

Respondent 015

“In CAT, I use only informal and formal.”

Respondent 018

“SBA contribute 25% of the whole mark and 75% is from the end of year exam.”

Question 6

What can you say about recording and reporting of assessment according to CAPS?

Respondents 003

“I do record and report learner performance to the learners themselves and parents too. I record on an official school report.”

Respondents 008

“I always record my English grade 11 learner performance against the assessment task and report against the total mark one gets in a term”

Respondents 002

“I record the learner’s performance against the assessment task and report against the final mark a learner gets so that I can plan my teaching tasks for other lessons to come.”

Respondents 012

“On the learner report we put national codes, percentages and encouraging comments. I record all learner work in marks and report in percentages.”

Respondents 017

“After recording and reporting, I give parents feedback through report cards and call [phone call].”

Respondents 001

“Mostly, I report learner performance after recording it on school report cards but sometimes I wait to meet parents on a visitation day and give them feedback.”

Respondents 011

“Both recording and reporting in Costumer Studies are done by me. Each end of term a learner gets a report card showing their termly performance as feedback to them and their parents.”

Respondents 014

“For learners and guardians to get feedback I have to record and report learners’ performance.”

Respondents 006

“I always report their work in percentages after recording it. Parents and learners always want feedback.”

Respondents 015

“I report on school learner reports and if a child is misbehaving, I wait for the visitation day or either phone call or email the guardian.”

Respondents 009

“I use- school reports and newsletters and parents meetings to report on learner progress.”

Respondents 004

“I record learner performance against the assessment task. For reporting I use percentages so that I think of enrichment and remedial strategies.”

Respondents 007

“Recording and reporting are time-consuming but I do so that learners and parents can see the progress of their child.”

Respondents 013

“My recording and reporting are done in English which is our Language of Learning and Teaching here. Learners get feedback through this.”

Respondents 016

“I always record and report my learner’s performance. I communicate their results with their parents through text messages, rarely emailing but most frequently report cards

Respondents 020

“To provide information to other schools or the current school, district or province about the learners’ performance in grade 11”

Respondents 018

“I record and report the work. At my school, we use school newsletters to give the parents feedback about school happenings like sport.”

Respondents 010

“...to inform the planning of teaching and learning activities and inform intervention strategies”

Respondent 005

“Recording and reporting go hand in hand in informing parents about how their children are faring at school.”

Respondents 019

“For me to think of intervention strategies, I record and report then think of one later but it involves a lot of time.”

Question 7

What is your evaluation about the time allocation in CAPS in your respective subject?

Respondents 005

“I’m happy with 4.5 hours per week but learners who often come late due to learner-transport problems negatively affect it.”

Respondents 002

“In Sotho 4.5 [hours] is too little because I do orals which require a lot of time especially with this too big teacher-pupil ratio.”

Respondents 019

“It’s not enough and this is worsened when I happen not to report for duty due to personal reasons.”

Respondents 015

“For Mathematics the time isn’t adequate. After all I stay far from work so for me to start my lessons at exactly 8 o’clock is difficult.”

Respondents 012

“As a History teacher, the time is too short and the syllabus is very long. Also, sometimes I attend my social problems like funerals and then to beat the load will be very difficult.”

Respondents 006

“4.5 hours for Afrikaans is a mockery bro. sometimes I lose teaching time attending to my sickly relatives and mid-week funerals too.”

Respondents 003

“I’m happy with the Mathematical Literacy time but I also have to respond to my other family issues which might force me to be absent thereby missing teaching time. Also the transporters are delaying these children to school”

Respondents 018

“In LO I’ve only two hours and that’s not sufficient at all. Last year second term I lost a lot time due to strikes in my area I couldn’t drive to school even my learners in my area couldn’t go to school too thereby losing a lot of time.”

Respondents 014

“For English, 4.5 hours is a drop in the ocean and coupled with stress-related problems, it’s impossible to meet all syllabus requirements.”

Respondents 001

“I stay far so I’m always caught up in traffic thereby missing some periods by a couple of minutes plus work related and marital stress is robbing of teaching time.”

Respondents 011

“Community protesters prevent us from coming to work. Even the learners who stay in my hood couldn’t risk leaving their homes for school.”

Respondents 017

“I’m contended with my 2 hours but when death strikes a family member, friend or colleague, you have to be off duty for some time thereby losing teaching time.”

Respondents 020

“I stay very close to Joburg and you know how cars will be like every morning. You can’t drive fast otherwise 4.5 hours for Sotho was a fair deal.”

Respondents 016

“I have 4.5 for English which is inadequate but I stay far from my workplace so sometimes I’m caught up in the traffic jam.”

Respondents 013

“For Life Sciences the time is enough but most of my learners come to school late because of their transport which delays them sometimes.”

Respondents 009

“Time allocated for Physical Science is good to cover the CAPS requirements but in feel stressed I can’t help it.”

Respondents 007

“It’s a pity that learner transport is unreliable otherwise I’m happy with time given for CAT.”

Respondents 008

“So much stress man disturbs but for my Economics allocated time I don’t complain.”

Respondents 010

“I wish they could leave the time as it is but reduce the number of formal tasks.”

Respondents 004

“...that school during the formal school days and each school day should be at least 7 hours, that is, 35 hours per five-day week.”

Question 8

Which factors are facilitative in implementing CAPS?

Respondents 017

“The 7 levels to grade and promote learners plus teachers’ positive comments make CAPS a star programme. Also CAPS has assessment which gives feedback to interested parties. It also gives room to make local decisions. The teacher’s file helps to keep all the requirements for CAPS. Supervision in CAPS is also good to see if teachers are doing what’s expected of them. Textbooks are useful too. The district office comes in to help when necessary and staff meetings held at some schools is healthy. The grade 11 entrance requirements are clearly spelt out. Also, the policy as in the NPPPR policy document is clear about changing a subject in grade 11, just let learners decides before 29 February.”

Respondents 009

“We implement it at school on our own and this gives us a sense of ownership and the conditions to do grade 11 from grade 10 are easy to implement. I have fruitful workshops so far. Also, the external people who moderate LO paper help to give it credibility. When

we have staff meetings I feel refreshed. Also, the textbooks are helping a lot and the mandatory files must have the necessary documents like NPPPR, NPA rubrics and question papers or handouts, tests, memos and recording sheets for the implementation of CAPS.”

Respondents 003

“So far the support from the district is fine though it needs to be upped. Also, sometimes I make my own decisions in CAPS. The descriptors are easy to use to record and report learner performance. Also staff meetings help to dispel rumors and misunderstandings. Enrolment conditions for grade 11 are simple. Teachers enjoy using textbooks as references. Files are helpful too plus every project needs supervision, lesson observations are necessary though this could be open to abuse. Use of discussion as a teaching method especially as a follow-up to a topic which has been developed is very useful for socialization but group activities need careful planning”

Respondents 019

“I value staff meetings in CAPS and the teacher is the ultimate implementer. We get support from LFs but it’s never enough. The recommended file is good because all important CAPS documents are kept in one place. The fact that the LO paper which is set at the school is moderated by the LF or an educator from a neighboring school makes it a refined product. Also, the grade 11 learners have many subjects to choose from depending on the availability of the teachers. To enroll for grade 11 is not a mountain-climb, only a grade 11 report with the required passes. Equally important is the internet (ICTS) which makes me gives my learners and their guardians’ feedback at a faster rate”

Respondents 005

“ICT makes the job lighter for the teacher by using power point system which makes presentations unforgettable and colorful and is different from the boring rote learning. Most of the teachers were trained to handle CAPS and some LFs at the district office are so committed to their work. Also, the fact that some subjects whose SBA components constitute 100% like LO are externally moderated, and then a fair assessment is realized. it is straightforward about how to enroll for grade 11. Also, subject teachers are given a room to make a decision although some see CAPS as too prescriptive. It allows changing of a subject in grade 11.”

Respondents 016

“Learners always bring in their previous experiences to school and they tend to mix that background knowledge with new concepts. During the teaching and learning process, we can use introductions, overviews and even recapping on topics covered earlier to test one’s previous knowledge. Some of the workshops I have attended about CAPS have been very useful including the 5-day one. Also, the fact that assessment is reported to learners and parents makes CAPS powerful. I always encourage my learners to discuss topics for them to learn from others and they will learn to accept others amidst them and realize that we have divergent views. It also gives the teacher the right to make personal decisions in implementation and there are many grade 11 subjects to choose from.”

Respondents 007

“Teacher-participation is great in CAPS for they shed light on areas learners might be struggling with i.e. scaffolding or guided practice. ICT [Information Communication and Technology] in CAPS makes the teacher’s job much easier. Staff meetings which promote communication among teachers and about, moderations and assessments are strong characteristics of CAPS. Our district office is arguably positive and teachers were trained to do CAPS by moderately knowledgeable workshop facilitators, bulk of them from our district office. Also CAPS give room to feedback after a correct or incorrect answer. CAPS also allows learners to work on their own, independent practice and this boosts learner confidence and gives them a sense of accomplishment and can reduce error rate. But the teacher watches them as they work and offers help when needed”

Respondents 011

“Assistance from the district has been encouraging but not to everyone’s satisfaction.in CAPS learners do homework at home as extension work and I give them marks for it. In CAPS we assess otherwise we can’t tell who has to repeat or be promoted. Even difficult areas are easily identifiable for later correction Staff meetings are equally helping teachers to clear some understandings regarding assessment, moderation and the like Majority was trained to implement CAPS. Also, there is room for teachers to implement CAPS their way basing on their local conditions.”

Respondents 001

“LFs are assisting teachers in the completion and moderation of assessment tasks. Syllabuses implementation is done at school and teachers feel empowered [valued]. To enroll for grade 11 just an official grade 10 report indicating that you passed it is enough. Planning is made easier through use of textbooks and ICT. Most teachers were trained to deal with CAPS in their classes. Supervision is good to check on compliance (syllabus coverage, length of exam paper, relevance , suitability etc) The use of a file is good for keeping a record of learner marks , tests memos and official CAPS documents. Learners can work on their own while I move around monitoring their independent abilities and I give them homework too. In addition to textbooks, I use other materials like DVDs, video and physical visits”

Respondents 014

“In CAPS I have the leeway to use both written and verbal communication and I find that mix useful to the learners. Teaching is now a bit less demanding because of the textbooks which are CAPS approved. Sometimes, teachers decide how to implement any CAPS subject. Some LFs are of great help to teachers who need help and they have helped me and the teachers were trained for 5 days to deal with CAPS. Assessment in CAPS is good because we need feedback always for learner, teachers and others and it empowered to implement CAPS but can demotivate them without hesitation.”

Respondents 015

“CAPS gives me the chance to practice be it guided, independent or homework. In some instances, the assessed material matches the taught matter. It gives teachers some autonomy in their classrooms but to a limited extent. I was trained for 5 days to work with CAPS and when I have assessment issues, I consult my LF who is ready to assist where possible. Follow-ups [supervision] in CAPS make it a positive product coupled with frequent staff meetings.”

Respondents 006

“There is also written feedback in CAPS but much effort and time were required to write detailed comments to each learners as a result many teachers compromise written work. Verbal feedback in CAPS and if done properly can promote enthusiasm among learners and positive attitude towards a certain subject. The officers from the district are trying to

assist schools in CAPS. Also, assessment forms and needs are filed in the files. Each subject has a unique assessment which is different from another subject and this brings in variety. A 5-day CAPS workshop I attended opened my eyes. There are many subjects to choose from in grade 11. Also, ICT is important.”

Respondents 002

“Supervision is a good thing together with textbooks. Training in CAPS helped a lot and still the officials from our district office are trying to help but we still expect more help. For assessment tasks, I just refer to my file. There is a policy that a child has to pass grade 11 first in order to get accepted for grade 11. The learning and teaching content undoubtedly matches with the assessment tools be it formal or informal task”

Respondents 018

“It gives prominence to assessment and textbooks which is right thing to do. We went for CAPS training for 5 days and now the district helps schools with the implementation by visiting schools and holding sporadic workshops. At some schools, the teachers hold staff meeting to help each other. Also, I’m enabled to constantly check learners’ verbal and nonverbal behavior for evidence of learning and get feedback through this. When doing homework learners work on their own and it complements classwork and I always grade it so that learners are motivated to complete it next time.”

Respondents 004

“Teachers went for a CAPS training workshop facilitated by education officials and still the LFs are supporting schools in this regard. Different subjects use different assessments and textbooks are good sources of information. CAPS allows me to summarize previous work and prepares a link between what has been learned and what is coming. I use Learner textbooks and to accompany them are Teachers’ Guides which have a list of topics to be covered, how to assess including the years’ syllabus.”

Respondents 007

“My LF knows his stuff. Also, CAPS training the teachers attended is helping a lot. Also, assessment in CAPS is helping a lot to motivate both the teacher and the learners. Textbooks spell out the content and assessments too. It’s also good to keep a file with all the CAPS documents.”

Respondents 013

“I didn’t know any CAPS thing until I underwent a CAPS training for 5 days. I’ve witnessed that in my subject the learning content suits what’s being assessed and learners in grade have many subjects to select from. In some CAPS-approved teachers’ guides’ there are well-laid out questioning procedures which factor in prompting, wait time, distribution and frequency. The LO paper undergoes massive moderation as it passes many hands before a final mark is set and this dismisses bias”

Respondents 010

“To keep every interested party happy we keep them informed of learner performance by using the national rating codes 1-7 (0-100%) plus motivating comments on report cards. There is to learners and their feedback through assessment and it promotes the use of textbooks in all CAPS subjects. I like CAPS because I can adjust my instruction to suit individual differences (to capitalize on diversity in my subject). Teachers were trained to implement CAPS. Grade 11 subjects are so many for learners to choose from and to enter grade 11, only a promotion to grade 11 is required which i find easy.”

Respondents 012

“Assessment is major characteristic of CAPS and learners are assessed on what they were taught. Had it not been for that CAPS training when people who shared the same subject were work shopped together, I would be lost as to the implementation ways. Misunderstandings in CAPS are cleared through staff meetings. Also, textbooks are useful in CAPS. The entrance requirements for CAPS subjects are very clear, just a promotion in grade 10.”

Respondents 008

“CAPS have been developed for every school subject indicating the pacing and sequencing of the Grade 11 years, work to be covered and even the assessments requirements. This made planning requirements for CAPS simplified. Children feel at ease when I use the conversational style of teaching as they contribute freely. CAPS promote the use of textbooks. All the assessment activities are clearly laid out and are contained in my file. Some CAPS activities require the teacher to provide feedback on learner written work as soon as possible and teachers can respond to them when they are confused or inattentive. CAPS training have been of great help to all the teachers. I give

feedback to my learners and their parents by assessing them through formal tasks. I give my learners homework to partner classwork because it has high success rates and naturally success is motivating...5 Mathematical problems per night than 20 per night which I mark and write a comment”

Question 9

What challenges are you facing in implementing CAPS?

Respondents 007

“The tendency of allowing learners to change subjects in grade 11 does more harm than good to those learners as they lack grade 10 content but only the intelligent ones can manage . Learners struggle to learn in a language which isn’t their mother-tongue plus we don’t enough resources like classrooms.”

Respondents 009

“Learners find it difficult to speak English or Afrikaans because they not native speakers. Supervision brings uniformity which in turn kills creativity and some teachers I know don’t like CAPS at all because of many formal assessments.”

Respondents 014

“There not enough resources like books, libraries and classes [classrooms].-teacher-pupil ratio is bad. Children also lack discipline, can’t speak or write English and the help from the district isn’t enough as they can’t provide all the needed assistance.”

Respondents 011

“Some teachers have a very negative attitude towards CAPS implementation-some learners are coming to school very late because transport problems. Also, the use of English as the medium of instruction is killing learners.”

Respondents 016

“Most learners are delayed by their transport to school. Not all teachers are positive towards CAPS implementation. Also the imposition of English on the learners in all their subjects is not welcome to them.”

Respondents 019

“Time is an important resource-no time for frequent staff meetings. My learners don’t enjoy much speaking English in my lesson but code-switch.”

Respondents 006

“Too much absenteeism by either the teacher or the learner does not promote CAPS in schools. There isn’t enough money from the DoE to meet all school requirements. Also learners who start a new subject in grade 11 are lacking content and English is not even my learners Home Language.”

Respondents 018

“Teachers are treated as passive recipients of the ideas of those who made this curriculum (curriculum designers) and it overemphasizes on assessment and testing. Teachers are battling with learner indiscipline. These learners are overcrowded. Some learners are missing the earliest lessons in the morning due to late-coming. Learners struggle to express themselves freely in English.”

Respondents 020

“The help from the district isn’t enough for me because some of the workshops I attended a lot of difficult areas were never exhausted and lecture method was overused. Also, training for only 5 days was a mockery but say 2 weeks is fine. Assessment is too much and not all learners enjoy being graded or assessed. The library at my school has very old books which are of little help in CAPS.”

Respondents 004

“All subjects are taught in English except Sotho and Afrikaans and all my learners are not English-so why English? Some supervisors when they come for lesson observation aren’t objective enough but just hunt for faults and settle previous quarrels. Also, some learners have a negative attitude towards school work.”

Respondents 002

“These drugs and alcohol force learners not to like schooling. CAPS training should be a process, on-going or better 2 week day training than for only 5 days. We don’t have well equipped labs and classrooms so we are having too many learners in a class pausing disciplinary problems.”

Respondents 017

“Some learners are demotivated by teacher- dominance in lessons, they (learners) are voiceless hence they become positive towards formal and informal tasks. Not all learners are self-motivated to do schoolwork. Supervision is sometimes witch-hunting. Some teachers’ attitude to CAPS leaves a lot to be desired. Use of English for communication demotivates some learners.”

Respondents 005

“The money from the government is insufficient to meet all CAPS requirements. Some HoDs write negative reports about their juniors instead of focusing on the positives too. It’s a big challenge to make learners write assessment tasks-they hate it. Some teachers are demotivated and stressed hence they develop negative attitude towards CAPS implementation and others are naturally resistant to change-they don’t take change lightly.”

Respondents 003

“There is a lack of adequate resources like qualified teachers for specific subjects like Mathematics. In supervision, most supervisors are obsessed with the negatives and create friction among staff members. Some learners deliberately come to school late-what a bad habit. The majority of the learners are receiving instruction in a language that’s not their first language”

Respondents 008

“It forces me to literally worship assessment and testing as if they are the alpha and omega in learning and teaching ignoring other fields like sport and some teachers write bad comments. Also, in some subjects there isn’t enough time to cover the syllabus.”

Respondents 013

“I see CAPS as assessment-based only and it ignores other fields like counseling. Lack of respect for authority [teachers, principals] by learners is hampering CAPS implementation. Children are mostly overcrowded in the classrooms. Also, learning in English is discouraging some learners who struggle to speak English.”

Respondents 015

“In class discussions teachers forget to just remain facilitators of learning and teaching and let it learner-centred. Plus discussions are never fine if learners lack background knowledge. Some seniors settle their scores by writing bad comments about other teachers. The idea of allowing English to dominate in education is demotivating to learners who are naturally bad at languages.”

Respondents 001

“Other learners bunk lessons and seek refuge in toilets and taverns, drinking and smoking. Such guys usually disrespect teachers and other learners. Also, learning in English makes some of them so negative towards schooling because they can’t express themselves freely in English. Also, schools don’t have sufficient money to buy more books for the libraries for learners to read.”

Respondents 010

“Some supervisors believe in uniformity without noting that each classroom is a unique environment. The air-ventilation in some classrooms is very poor. CAPS details how to assess the learners, there it takes away teachers’ freedom to use their creativity.”

Respondents 012

“All the textbooks are written in English which learners can’t understand easily. Learners are also heavily lacking in discipline-they smoke and drink. Sometimes, learners take time to settle in their groups”

Question 10

How do you overcome challenges in implementing CAPS?

Respondents 015

“Teachers who teach the same subject should share ideas about their subject. Also team-teaching can eradicate negativity among teachers. Play around with CAPS packages to match with your environment. When planning and conducting group activities, its key is organization that is available material and make goals and directions clear and be time specific.”

Respondents 004

“Just visit another school doing CAPS and see they go about it. Also, staff meetings are helpful and HoDs must offer support to their colleagues.”

Respondents 020

“Sharing problems concerning CAPS with another teacher you can reach a workable solution. For learners who start new subjects in grade 11, they have to visit all the grade 10 work which was done the previous year.”

Respondents 003

“Don’t be enslaved to the CAPS packages but do what suits you. Encourage team work and hold departmental meetings frequently. We can encourage each other to modify CAPS packages in practice to fit our local environment which was not foreseen by those who gave us this curriculum”

Respondents 014

“To build trust among teachers, have professional meetings more often. Discourage individualism and separatism and emphasize cooperation, communication and understanding always. To work in partnership with parents of the learners i teach in relation to their children’s school work because they also pay for their extra holiday/afternoon lessons.”

Respondents 009

“Regular staff meetings, training activities and visiting neighboring schools can help for material development and team spirit. If you struggle with discussion, teachers’ talks less,

listen more and ask questions to urge learners to think. The teacher must provide learners with a written ideal or model response to a writing assignment.”

Respondents 005

“Parents are useful in disciplining their children and discuss curriculum problems in staff meetings. Encourage teamwork.”

Respondents 019

“Even a chat over coffee about grade 11 Mathematical problem can save nine by creating staff unity and providing a room for sharing and working out problems. Motivate your teachers by giving them support and guidance where necessary.”

Respondents 010

“Changing a subject should be an exceptional habit otherwise you have to encourage the learner to go over grade 10 work and even approach me for clarity.”

Respondents 007

“To promote positivity among teachers, teachers who teach the same subject can set the tests together and memos too. One can be in my class and I will take over their too. If you find CAPS rigid, just do what is right for your class.”

Respondents 018

“Group work is very effective if you monitor group while they are involved in the activity to ensure learners are on task and focused. If you rein in the parents disciplinary issues are lowered. When you have morning briefings, raise you curriculum concerns with other members.”

Respondents 013

“Get hold of the guardians of your learners when you have big problems with them.”

Respondents 011

“Promote material development as a team, hold staff meetings with principals and HoDs and even visit neighboring schools to see similar programme. Also let parents complement your efforts-talk to them about their children’s problems.”

Respondents 006

“Early morning talks with other members of staff about issues around CAPS can help. Don’t forget to bring parents to your side for help and preach about oneness and coherence.”

Respondents 001

“Share information about material development. Phone a parent when facing problems with their child and also have staff mini talk time again if time allows.”

Respondents 016

“I give them handouts for grade 10 work and if they join my subject late, I give them tasks completed prior to their joining my class. When parents come on a visitation discuss their children’s progress or lack of it with them.”

Respondents 012

“Teachers need to be motivated by giving them departmental support and guidance like team teaching or you swap topics or prepare memos together as subject mates. A problem shared is half –solved. Also, don’t miss CAPS workshops-plus your learners should assist you to run this journey-discipline together.”

Respondents 017

“There are some brilliant teachers who can help others solve their implantation problems. Also, parental involvement is helpful.”

Respondents 002

“Encourage positive thinking among teachers and learners too. Motivate them and you are a good model so that they imitate you. Don’t forget to work closely with the parents.”

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15 MAY 2015

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

‘The factors that facilitate and or inhibit Curriculum and Assessment Policy Statements (CAPS) implementation to grade 11 at Fezile Dabi district in Free State’ by Zano Kufakunesu, student no. 48158054.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



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APPENDIX G: EXAMINER 1 CHECKLIST

Implementation of Examiner's comments/recommendations

I have duly amended the comments/recommendations

Pages	Examiner's comments/recommendations	Student's responses
1	Repetition of the statement "When apartheid was replaced by a democratic system... (Hoadley and Jansen 2009: 209).	The same statement which was once on page 25 was replaced with a more befitting one
1	Space between 'being' and 'Curriculum' too wide.	Spacing rectified
2	Long sentence used from 'There was also a sense that the curriculum was very full and content details ...learning programmes.'	Sentence shortened
4	More specifically, this study sought to find answers to the following questions	The omitted word 'research' was inserted.
4	Give an introduction sentence before the aims of study	An introductory sentence given.
6	National Protocol for Assessment 2011 not in bibliography	It is now under DoE 2011.
6	Give a broader definition of a teacher	A broader definition given
10	Give title	Title given as 'CHAPTER TWO: LITERATURE REVIEW'.
19	Definition of Curriculum... newer source	Dated source removed
27	There are important obstacles to effectively introduce and manage ICT and (insert "and curriculum" here)...	'and curriculum' inserted.
27	Warnick 2008: 289-290 add to the bibliography	Added to the references
29	A lot of newer sources on school climate	Newer source used (van Deventer and Kruger 2009)
30	Provide source	Source provided (Beets 2007)
31	Introduce new information to the reader before starting the new information.	Addressed by introducing the next topic
40	2012-1214 for 2014	2014 inserted
41	The National Curriculum Statement Grade R-12 is (insert also here)	'also' inserted
42	Insert ' , and lastly'	inserted
44	Insert 'heading'	inserted
Initially on page 33	The present chapter presents the methodology that led the enquiry, the qualitative research design...conclusion. Have already mentioned this statement	Sentence deleted
44	Research design	Wholesome changes made to it.

47	Why only 5 schools under 'population'? not a good enough reason for choosing this sampling	Detailed reasons discussed on pages 47-48
49	The respondents in the pilot study were they from the same schools and same teacher that you had used in the final study?	It was a different school but almost similar settings as discussed on page 49
52	Use newer source	Cohen et al 2007 used to replace Denzin and Lincon 2000
54	Ethical considerations very important and need to be elaborated	Well elaborated from pages 54-55. They are in prose now
55	Give a focused summary on what was discussed instead of just the headings	A focused summary was provided on page 55
56	Heading???	Heading provided as 'DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION'.
56	What was your previous chapter about? Before the themes I would like to know you will analyse the findings. Be specific about the respondents.	The researcher indicated in the introduction that it was about research methods and methodology. Narrative form was used to analyse data. A total of 20 grade 11 respondents (4 from each of the 5 high school).
57	Insert 'from the individual interviews'	inserted
58	Which file?	Specified as teacher's file in theme 2
59	Give clarification (NPA) and check spacing "The respondents had the NCS'	NPA written in full and spacing checked
60	Give a connection sentence before moving to the next theme	Connection sentence supplied on page 54
63	Evaluate, sufficient and interpret	Paragraphs (2 of them) which come after the highlighted statement elaborated on the introduced statement
66	Why not putting theme 6 and 8 together?	Not so because theme 6 only addressed recording and reporting of assessment but theme 8 has a host of other aspects in addition to recording and reporting of assessments.
69-70	Influence LFs visits have on curriculum implementation	Its influenced included
71	How can a file boost CAPS?	Content boosted the implementation of CAPS

70	Check spacing "materials the respondents"	Spacing corrected
71	By what means did the respondents get assistance from the district?	All the reported means explained in detail
87	Replace with the other word, '...and physical ones like libraries'	Corrected
94	Insert heading	Inserted as "OVERVIEW, SYNTHESIS OF DATA, AND RECOMMENDATIONS"
98	Insert semi-structured individual	inserted
100	Source of constructivism	Woolfolk 2010
100	Behaviourism source	Woolfolk 2010
107	According to me it can't be generalised because you have only used twenty respondents	Findings of this study may not be generalised to teachers' enactment of CAPS at Fezile Dabi district
references	Be consistent	Consistence maintained

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APPENDIX H: EXAMINER 2 CHECKLIST

Implementation of the examiner's comments/recommendations

I have duly amended the comments/recommendations.

Page	Examiner's comments/recommendations	Student's responses
i.	The title is not focused. Suggested topic: Exploring teacher's enactment of the curriculum and assessment policy statement in selected Free State Province schools.	I changed the topic as suggested by the examiner
1	Introduction, Background and Rationale. I suggest that the three sections of the study be separated and clearly written.	The three sections were duly separated and clear background and rationale for this research was added
4-5	Candidate's research questions are leading and appear to have answers already. Suggested research questions supplied.	The suggested two research questions were effected and replaced the older ones
5	Align aims to research questions	The aims were aligned to the two research questions
6	Literature review. This section has been omitted. Give a brief account of the literature.	Literature review added but theoretical framework was eventually added in chapter two
8	There is no mention of your research design and methodology	The student included a brief research methodology
5	Add concepts such as curriculum.	Concepts such as curriculum, curriculum enactment and apartheid were defined.
10	Some of the material used in this chapter needs to be written in the first chapter. Literature used is dated. In conclusion I could not find a theoretical/ conceptual framework used for this study in this section.	Implemented on pages 10-18 including the theoretical framework
44	In this chapter the candidate has to report about what he/she did and the method s/he used to justify them in the context of the study. The design and methodology must align with his/her research questions and theoretical framework	The issues raised were addressed pilot study and what I learnt from it, validity and reliability. The researcher also described the population and the method of choosing it in detail. A criterion used to select the teachers and these schools was also addressed. This research was qualitative as addressed in the study. Implemented on pages 44-49.

	In chapter four we analyse. I must add that to the addition to the interview other data analysis methods should have been used. For example, observation is undoubtedly a method for this kind of study. Findings must at all times be backed by evidence synthesised from the data through a systematic process of data analysis.	A systematic process of data analysis was used as suggested. However, since the data was collected using only the interview method, it is too late to include observation as it was never part of this researcher's data collection method. The Themes will remain as they made it easier for the researcher to address all the questions in the semi-structured individual interview schedule. All changes implemented
	Without satisfying aspects mentioned in chapter 4, it would be impossible to have reliable findings about your research.	Since the data analysis in chapter 4 was corrected, it follows; findings in chapter 5 become reliable. Additions were also made to the findings.
References	The candidate has demonstrated a tendency to use less for more. This tendency limits the candidate to dated references. At least 75% should be within five years old from the submission year of your study.	90% of the dated books which appeared mostly in chapter 2 and chapter 3 were replaced with more recent publications although some of them are still 5 or more years older.

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