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Challenges faced by grade 12 business studies educators in the process of compiling school based assessment portfolios for learners in 2009.

Mdunana, Nomsa

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APPENDIX D

Comparison of principals' Views between relatively advantaged schools (schools A & B) and a less disadvantaged but functional school (schools C & D)

RESEARCH QUESTION NO	INTERVIEW QUESTION/S	PRINCIPALS A & B	PRINCIPALS C & D
3 & 4	**Understanding of what portfolio assessment is.**	All principals have similar to each other understanding of what portfolio assessment is	
3 & 4	**Support of policy: principals**	The two principals have little knowledge of policy that governs the compilation of SBA.	Both principals mentioned most policies that governs the compilation of SBA
3 & 4	**The support the principal respondent provide to educators**	All principals provide support to educators by ensuring that moderation takes place internally and at cluster level	
3&4	**Views on whether learners are benefiting from SBA**	Principal **A** and **B** believe learners are not benefiting from the three tasks	Principal **C** and **D** believe learners are benefiting from the three tasks though principal **D** pointed out that not in all LO's and AS's
3	**Opinions on the function of the three common tasks as a preparation for learners for the final year exam**	Principal A said they have little impact and principal B said not all skills are covered in the SBA portfolio.	Both Principals says that the three common tasks serve as a preparation for the final exam. There is some sort of relationship between the questions on the tasks and questions in the final exam.
3	**Incidents that upset**	All the four principals' respondents are of the opinion that the three common tasks are repeated every year.	

	Principals about doing portfolio assessment	In addition, the administration that goes with compilation of portfolio assessment makes them upset
3 & 4	**Understanding of portfolio assessment**	Principal A, C, and D look through the tasks when signing them Principal A read through the SAG (2008).All four Principals believes that the repeating same type of assessment for 2 consecutive year gives them (principals) a better understanding of content
3	**Recommendations or suggestions of how the three tasks in the SBA can be improved**	All the respondents suggest that the tasks be changed at least every year, paper work and administration be reduced. In addition the former model C educators should go to township schools and experience the workload of SBA portfolios with large learner number.

COMPARISON OF VIEWS BETWEEN THE EDUCATOR (A) AND PRINCIPAL (A) FROM A RELATIVELY ADVANTAGED SCHOOL (A)

RESEARCH QUESTION NO	INTERVIEW QUESTION	EDUCATOR A	PRINCIPAL A
3 & 4	**Understanding of what portfolio assessment is.**	The educator has similar understanding that SBA portfolio is for marks purposes, obtaining 25%.	The principal understands SBA portfolio as a pace setter for educators.
3 & 4	**Support and knowledge of policy:**	The educator value policy and support the usage of policy though he demonstrated not to know the other policies by only mentioning one circular (circular 06/2009) even though probed for more.	The principal value policy and support the usage of policy though he demonstrated not to know the other policies by only mentioning the SBA guideline as the policy available at the school to support educators in their planning of the three common (SBA) tasks even though probed further to find out if he knows names of other policies.
3 & 4	**Views on whether learners are benefiting from SBA**	The educator believes learners <u>are not</u> benefiting because of plagiarism that may occur because of repetition of tasks each year.	The Principal believes learners <u>are not</u> benefiting because "not everything is covered in the three common tasks."
3&4	**Opinions on the function of the three common tasks as a preparation for learners for the final year exam**	Both the educator and the principal are of the opinion that the three common tasks <u>do not</u> prepare learners for the final exam because of lack of accessibility of portfolios for revision purposes.	
3 &4	**Recommendations/suggestions of how the three tasks in the SBA can be improved**	The educator and principal both respondent suggest that: the tasks be changed every year and the paper work that goes with portfolio assessment be reduced	

COMPARISON OF VIEWS BETWEEN THE EDUCATOR (B) AND PRINCIPAL (B) FROM A RELATIVELY ADVANTAGED SCHOOL (B)

RESEARCH QUESTION NO	INTERVIEW QUESTION	EDUCATOR B	PRINCIPAL B
3 & 4	**Understanding of what portfolio assessment is.**	The educator understands SBA portfolios to be for marks purposes	The principal understands the composition of SBA portfolios that it consists of three common tasks
3 & 4	**Support and knowledge of policy:**	The educator and the principal value policy and support the usage of policy though he demonstrated not to know the other policies by only mentioning the SBA guideline as the policy available at the school	
3 & 4	**Views on whether learners are benefiting from SBA**	The educator believes learners are not benefiting because of the plagiarism that may take place because of repetition of tasks	The Principal believes learners are not benefiting because he thinks assessment of portfolio tasks should cover the whole content
3&4	**Opinions on the function of the three common tasks as a preparation for learners for the final year exam**	She is of the opinion that the three common tasks do not prepare learners for the final exam because of lack of creativity due to the repeat of tasks two years in a row.	The principal is of the opinion that the three common tasks do not prepare learners for the final exam because he assume that assessment of SBA portfolios should cover all content

3 &4	**Recommendations/suggestions of how the three tasks in the SBA can be improved**	The educator and principal respondent suggest that: the tasks be changed every year and the paper work that goes with portfolio assessment be reduced

COMPARISON OF SIMILAR VIEWS BETWEEN THE EDUCATOR (C) AND PRINCIPAL (C) FROM A LESS ADVANTAGED BUT FUNCTIONAL SCHOOL (C)

RESEARCH QUESTION NO	INTERVIEW QUESTION	EDUCATOR C	PRINCIPAL C
3 & 4	**Understanding of what portfolio assessment is.**	The educator has similar understanding to that of the principal of what portfolio assessment is. This is depicted by the educator saying "Portfolio assessment is a compilation of learner recorded marks, all the work that learners have been given that is formal, and that should be recorded and makes 25% of the learner's final marks".	The principal has similar understanding to that of the educator of what portfolio assessment is. This is depicted by the principal saying: "Portfolio assessment is a collection of evidence from learners work in which they are being assessed which adds up 25% of their final mark. The 75% is written at the end of the year. I just want to comment that the 25% /75% split only apply to the FET band only which I believe it should apply to

			all the grades".
3 & 4	**Support and knowledge of policy:**	The educator value policy and support the usage of policy. She is named the four policies that govern SBA compilation.	The principal value policy and support the usage of policy. He named four policies (the NQF document, LPG, SAG and the SBA Guideline) that govern the compilation of SBA.
3 & 4	**Views on whether learners are benefiting from SBA**	The educator believes learners <u>are</u> benefiting because what they do in the three common tasks is relevant to what they will be assessed on in the final exam. She said that in business studies it is even worse because it is part of the learners 'life, when they watch TV, read business times; there is something about business studies relating to these three tasks.	The Principal says that the three common tasks serve as a preparation for the final exam because in the final year exam most of the LO's and AS's are always asked in some low order and high order questions.
3&4	**Opinions on the function of the three common tasks as a preparation for**	She is of the opinion that the three common tasks <u>do prepare</u> learners because there is no creativity as tasks are	The principal is of the opinion that the three common tasks <u>do</u> prepare learners for the final exam because in the final

	learners for the final year exam	repeated each year.	year exam most of the LO's and AS's are always asked in some low order and high order questions".
3 &4	**Recommendations/suggestions of how the three tasks in the SBA can be improved**	The educator respondent suggest that: the tasks be changed every year and the paper work that goes with portfolio assessment be reduced	

COMPARISON OF VIEWS BETWEEN THE EDUCATOR (D) AND PRINCIPAL (D) FROM A LESS ADVANTAGED BUT FUNCTIONAL SCHOOL (D)

ESEARCH QUESTION NO	**INTERVIEW QUESTION**	**EDUCATOR D**	**PRINCIPAL D**
3 & 4	**Understanding of what portfolio assessment is.**	The educator has similar understanding to that of the principal of what portfolio assessment is by seeing portfolio assessment as a measure for promotion purposes	
3 & 4	**Support and knowledge of policy:**	The educator and the principal value policy and support the usage of policy by naming four policies (the NPRR, LPG, SAG and the SBA Guideline) that governs the compilation of SBA.	
3 & 4	**Views on whether learners are benefiting from SBA**	The educator believes learners are benefiting but concerned about the bureaucratic accountability of calculating the 25 %	The Principal says that the three common tasks serve as a preparation for the final exam because they cover most of the LO and AS though not all.
3&4	**Opinions on the function of the three common tasks as a preparation for learners for the final year**	She is of the opinion that the three common tasks do prepare learners for the final exam but raised a concern about the behavioural patterns of some learners	The principal is of the opinion that the three common tasks do prepare learners for the final exam because there is a relationship between portfolio and the final exam.

	exam		
3 &4	**Recommendations/suggestions of how the three tasks in the SBA can be improved**	The educator respondent suggest that: the tasks be changed every year and the paper work that goes with portfolio assessment be reduced	