

**TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM
AND ASSESSMENT POLICY STATEMENT (CAPS) IN GRADE 10 IN
SELECTED SCHOOLS AT NDWEDWE IN DURBAN**

by

MVIKELENI GOODWILL MBATHA

Submitted in accordance with the requirements for

the degree of

**MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM
STUDIES**

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor: Dr TI Mogashoa

March 2016

Student No.: 34597158

DECLARATION

I declare that

**TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM
AND ASSESSMENT POLICY STATEMENT (CAPS) IN GRADE 10 IN
SELECTED SCHOOLS AT NDWEDWE IN DURBAN**

is my own original work in both design and execution, and that all used or quoted sources
have been duly acknowledged by means of complete referencing.

Signature: Date.....

Mr. M.G. Mbatha

DEDICATION

I dedicate this work to my parents, Themba E. (now deceased) and Ntonyile F. (Ma-Xaba) for the educational inspiration they spurred me with and for giving me a springboard to actualize an infinite destiny. All my educational missions are squarely accredited to the entire Mbatha-Mbeje family whose immeasurable efforts have made this dissertation a reality.

.

ACKNOWLEDGEMENT

Since no research is ever written in a vacuum, I have to thank many people for their time, contributions, patience, understanding, friendship and assistance in completing this manuscript.

In particular, I would like to thank, praise and give rise to the following:

- God Almighty for carrying me and sustaining me throughout this study.
- The Heads of Department and teachers, for their participation in this study.
- My supervisor, Dr Mogashoa Tebogo for his invaluable guidance and support throughout the study. His professionalism, encouragement and positive attitude kept me focused throughout the study: this was not an easy task. His constructive criticism on each draft of my work inspired me. I feel privileged to have him as my supervisor.
- My wife Lindi (Ka-Madondo), for her support and understanding that this work may be somewhat intrusive.
- My daughters, Mesuli and Lisakhanya, for understanding my absence from family activities.
- Mrs Tanja de Villiers, who proofread and edited my work. She worked under intense pressure but continued tirelessly to ensure that my work is of a professional standard.

This research would not have been possible without the people listed above. A heartfelt thanks to all.

ABSTRACT

The education ministry has introduced a number of important curriculum forms, including Curriculum 2005 (C2005) in 1998, the National Curriculum Statement (NCS) in 2002, and most recently, the Curriculum and Assessment Policy Statements (CAPS) in 2012 in Grade 10. The latter was aimed at replacing the NCS in order to improve the quality of teaching and learning. The need for replacement was necessitated by problems that teachers experienced concerning understanding and implementing various previous curriculum policies. The literature study and theoretical framework explored scholarly contributions that are relevant to CAPS implementation.

The purpose of this study is to determine teachers' perceptions, and identify and clarify possible barriers relating to the implementation of CAPS in Grade 10 in selected schools at Ndwedwe in Durban. For sampling purposes, rural disadvantaged schools were selected to explore the knowledge and experiences teachers hold with regard to curriculum implementation.

Exploratory qualitative research design was executed with a sample of purposively selected participants which constitute one Head of Department and two teachers from each of the five different schools. Data collection was facilitated by means of interviews.

The findings revealed that teachers were at first eager to welcome and accept CAPS. Furthermore, this study indicated that some challenges emerged and impeded teachers from effectively implementing CAPS. The challenges experienced relate to resource shortages, teacher training, resistance to change, class size, lack of time, professional development, workload, administrative support, monitoring and language as a barrier (on the part of the learners). The study argues that without proper infrastructure, schools can neither hope nor manage to successfully implement CAPS.

Based on the findings from literature and interviews, teachers still need immediate assistance with CAPS related matters. Recommendations are made to teachers, head of departments, principals, subject advisors, DBE and parents to aid effective implementation of CAPS.

KEY WORDS

Curriculum and Assessment Policy Statements, Curriculum implementation, Barriers to implementation, Teachers' experiences, Curriculum change, Revised National Curriculum Statement, Training Program, CAPS user-friendliness

LIST OF ABBREVIATIONS

ATP	– Annual Teaching Plan
CAPS	– Curriculum Assessment Policy Statement
C2005	– Curriculum 2005
CPTD	–Continuing Professional Teacher Development
DBE	– Department of Basic Education
DoE	– Department of Education
FET	– Further Education and Training
GET	– General Education and Training
HoD	– Head of Department
IQMS	– Integrated Quality Management System
LA	– Learning Area
LPG	– Learning Programme Guidelines
LTSM	– Learner Teacher Support Material
NCS	– National Curriculum Statement
OBE	– Outcomes Based Education
RNCS	– Revised National Curriculum Statement
SAG	– Subject Assessment Guidelines
SGB	– School Governing Body
SMT	–School Management Team

TABLE OF CONTENTS

CHAPTER ONE

<u>DESCRIPTIONS</u>	<u>PAGE NUMBER</u>
1.1 INTRODUCTION AND CONTEXT OF THE STUDY	01
1.2 SIGNIFICANCE OF THE STUDY	05
1.3 LITERATURE STUDY AND THEORETICAL FRAMEWORK	06
1.4 PROBLEM STATEMENT	09
1.5 AIM AND OBJECTIVES	10
1.5.1 Research aim	10
1.5.2 Research objectives	10
1.6 RESEARCH DESIGN AND RESEARCH METHODS	10
1.6.1 Population and sampling	10
1.6.2 Data collection	11
1.6.3 Validity and reliability	12
1.6.4 Data analysis and interpretation	12
1.6.5 Ethical considerations	13
1.7 CLARIFICATION OF PERTINENT CONCEPTS	13
1.7.1 Curriculum and Assessment Policy Statement	13
1.7.2 National Curriculum Statement	13
1.7.3 Curriculum 2005	14

1.7.4 Curriculum	15
1.7.5 Outcomes-Based Education	16
1.7.6 Curriculum development	16
1.7.7 Teacher development	17
1.7.8 Implementation	17
1.7.9 Integration	18
1.7.10 Learner-centred	19
1.7.11 Policy	19
1.7.12 Strategy	20
1.8 DELIMITATIONS OF THE STUDY	20
1.9 CHAPTER DIVISION	21
1.10 SUMMARY	21

CHAPTER 2

LITERATURE STUDY AND THEORETICAL FRAMEWORK FOR THE STUDY	
2.1 INTRODUCTION	22
2.2 KNOWLEDGE ORGANIZATION OF THE STUDY	22
2.2.1 Shifting curricular	24
2.3 CURRICULAR INFORMATION	25
2.3.1 The key changes of the CAPS implementation:	26
2.4 CURRICULUM AND TEACHING AND LEARNING MATERIALS	27
2.5 CURRICULUM POLICY: THE CASES OF CAPS	29
2.6 THE PRINCIPLES OF CAPS	30
2.6.1 Classroom implications of NCS Grade R-12 principles with regard to CAPS	31
2.6.1.1 Social transformation	31
2.6.1.2 Active and critical learning	31
2.6.1.3 Progression (achieving credits)	32
2.6.1.4 High knowledge and high skills	32
2.6.1.5 Human rights, inclusivity, environmental and social justice	32
2.6.1.6 Recognition of prior learning	33
2.6.1.7 Valuing indigenous knowledge systems	33
2.7 COMPARISONS BETWEEN CAPS AND NCS	33
2.8 BARRIERS TO LEARNING	34
2.9 THEORIES UNDERPINNING THE STUDY	35
2.10 SUMMARY	38

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION	39
3.2 QUALITATIVE RESEARCH METHODOLOGY	39
3.2.1 Strengths Of Qualitative Research	40
3.2.2 Weakness of Qualitative Research	42
3.3 POPULATION AND SAMPLING	43
3.4 DATA COLLECTION IN QUALITATIVE METHODS	44
3.4.1 Instrumentation	44
3.4.2 Interview as data collection method	45
3.5 DATA ANALYSIS	47
3.6 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS	47
3.7 ETHICAL CONSIDERATIONS	48
3.8 SUMMARY	49

CHAPTER FOUR

FINDINGS, ANALYSIS AND INTERPETATION OF DATA

4.1 INTRODUCTION	50
4.2 THE CONTEXTS OF THE SCHOOLS	51
4.3 RESEARCH PARTICIPANTS	51
4.3.1 The School Management Team (SMT)	52
4.3.2 Teachers	52
4.4 THE RESPONSES FROM TEACHERS AND HoD's	52
4.5 PRESENTATIONS OF RESEARCH FINDINGS	53
4.5.1 Barriers to implementation	54
4.5.1.1 Nature and quality of training program experienced	54
4.5.1.2 Major challenges faced	55
4.5.2 CAPS implementation experiences	57
4.5.2.1 CAPS user-friendliness	57
4.5.2.2 Value of sources and resources for curriculum implementation	59
4.5.2.3 Monitoring of work experienced	61
4.5.3 Curriculum change	62
4.5.3.1 Feelings about curriculum change	62
4.5.3.2 Support structures and systems in place to impact change	63
4.6 DISCUSSION OF FINDINGS	64
4.7 DATA INTERPRETATION	65

4.7.1 What are the obstacles regarding the implementation of CAPS?	65
4.7.2 How user-friendly have teachers found CAPS?	67
4.7.3 How do teachers respond to change?	68
4.8 SUMMARY	69

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION	71
5.2 SUMMARY	71
5.2.1 Findings from Literature study	71
5.2.1.1 CAPS as a curriculum policy	71
5.2.1.2 The changes in CAPS	72
5.2.1.3 Classroom implications of NCS principles with regard to CAPS	72
5.2.1.4 From NCS to CAPS	73
5.2.1.5 Challenges faced by teachers in implementing CAPS	74
5.2.2 Summary of the empirical findings	74
5.3 CONCLUSIONS	75
5.3.1 What are some barriers to the implementation of CAPS?	76
5.3.2 How user-friendly have teachers found the CAPS?	76

5.3.3 How do teachers respond to change?	76
5.3.4 Final research conclusion	77
5.4 RECOMMENDATIONS OF THE STUDY	78
5.4.1 Recommendations to the Department of Basic Education (DBE)	78
5.4.2 Recommendations to the HoDs	80
5.4.3 Recommendations to the schools	80
5.5 CONCLUDING REMARKS	81
REFERENCES	83
CLEARANCE CERTIFICATE	100
APPENDICES	107

LIST OF TABLES

Tables	Contents	Page number
2.1	The timeline of recent curriculum change in South Africa	25
2.2	The features of CAPS and NCS	34
4.1	Presentation of themes and categories	53

CHAPTER ONE

1. AN OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND CONTEXT OF THE STUDY

As has happened in many Western democracies over the past few decades, post-apartheid South Africa is undergoing educational reform. *Hoadley & Jansen (2009:10)* point out that: “*In 2000, the Education Ministry announced a review of Curriculum 2005. The review teams’ first report was interpreted as suggesting a move away from a radically integrated, real-world based curriculum towards one in which the subject content was re-emphasized. Curriculum Statements, informed by the review committee’s recommendations, were then written. The National Curriculum Statement became the official curriculum in 2006*”.

Department of Education (2011a:05) states that the *National Curriculum Statement (NCS)* was amended and replaced by the *Curriculum and Assessment Policy Statement (CAPS)*, and the implementation dates were as follows: Grade R to Grade 3 and Grade 10 in 2012, Grade 4 to Grade 6 and Grade 11 in 2013; for Grade 7 to Grade 9 and for Grade 12 this was implemented in 2014.

According to *Beets (2005:192)* the replaced syllabi provided some descriptions of what could be taught in a specific subject (the content) as well as broad intentions regarding the aims and objectives of teaching and learning. *CAPS* has also shown remarkable interest with regard to curriculum objectives as it placed focus on topics and specific aims.

Working with teachers, parents, the community and various stakeholders was also hoped to turn our schools into centres of excellence. In this case the curriculum appears to be at the heart of education and training. If this was not so, the Minister of Basic Education would not have appointed a panel of experts to investigate the nature of the challenges and problems experienced in the implementation of the *NCS*, (*DoE, 2009:05*). One has also to bear in mind the aim behind the President’s ‘*Five Year Plan*’ for education. If curriculum was not at the heart of education, there would not be any report on the review of *NCS* in 2009. Therefore the educational reforms in South Africa proposed a paradigm

shift from a teacher- and content- driven curriculum to an outcomes-based and learner-centered curriculum.

In the case of South African schools, *Curriculum 2005 (C2005)* and its implementation have been highly problematic. *Gultig, Hoadley & Jansen (2002a:172)* argue that debates around *C2005* have been characterized by sketching criticism, most powerfully from *Jansen, 1997*. The same seems to be occurring with the implementation of *NCS*. Working with the principles of *NCS* necessitates well-prepared teachers (methodologically and in terms of content).

Booyse (2008:40) states that the first four performance standards in the *Integrated Quality Management System (IQMS)* instrument, namely:

- creation of a positive learning environment
- knowledge of curriculum and learning
- programs, lesson planning, -preparation and -presentation
- assessment

directly address the way *CAPS* should be implemented. Other standards, such as

- administration of resources and records
- personnel
- decision making and accountability
- leadership
- communication and serving the governing body
- strategic planning
- financial planning and education management and development indicate how the *CAPS* implementation should be managed.

Adhering to these performance standards helps one to measure his / her own teaching and learning quality. Through *IQMS*, one is developed and equipped with skills necessary to master issues associated with curriculum policy and curriculum implementation. Teachers at all levels are key contributors to the transformation of education in South Africa. They have a principally important role to play. The *NCS* envisions teachers who are qualified, competent, dedicated and caring and who will be able to fulfill the various roles outlined in the *Norms and Standards for Teachers of*

2000 (*Government Gazette No 20844*). Hoadley & Jansen (2009:237) acknowledges that these roles see teachers as:

- mediators of learning
- interpreters and designers of learning programs and materials
- leaders
- administrators and managers
- scholars, researchers and lifelong learners
- members, citizens and pastors
- assessors and learning area specialists.

These roles are too much for one to implement in an equally balanced way. These seven roles should be provided collectively by the school rather than by each individual teacher. Implementation of these duties requires teachers who are flexible and ready to face challenges as in the case of CAPS.

In order for these roles to be implemented, teachers need to be well prepared. The successful execution of any curriculum is dependent on the teachers who implement it. How teachers make sense of the curriculum, what they are opposed to and what they regard as assistance, makes a difference. Even other stakeholders such as parents, politicians and NGOs should be ready to play their part for the successful implementation of CAPS.

There was a need to develop a curriculum that emphasized equality and quality for all learners. The NCS has already been implemented in Grades 10-12 as it started in Grade 10 in 2006. This curriculum was necessary since the apartheid education system established education institutions along racial lines and entrenched inequality. Traditionally, only white schools were well resourced, while traditionally black schools were under-resourced. Indians and coloured schools were much better resourced when compared to black schools. The Bantu Education Act (1953) enforced these inequalities and led to the inferior education, poor teacher training and unacceptable learner ratios.

As time went by, a need arose to develop CAPS document for every subject that will be the definitive support for all teachers and help address the complexities of the NCS (*DoE, 2009:07*). There has also been considerable criticism of various aspects of its implementation, manifesting in teacher overload, confusion and stress and widespread learner underperformance (*DoE, 2009:05*).

As part of a solution to the above criticisms, CAPS came to replace assessment standards with topics.

A National CAPS is a single, comprehensive and concise policy document, which replaces (NCS) Grades R-12 (*Department of Education, 2011c:08*). This curriculum came after the *Department of Basic Education (DBE)* had appointed the panel of experts to investigate the nature of current challenges and to replace the NCS. The *DBE* informed parents, teachers, and other stakeholders of the progress made on the review of NCS as announced by the Minister of Basic Education, Angie Motshekga, on 06 July 2010. This new curriculum is aimed at replacing the NCS in order to improve the quality of teaching and learning. Teachers will now have a clear understanding of the topics that must be covered in each subject.

According to *Rambuda and Fraser*, (as cited in *Beets 2005:190*), positive change signifies a shift from a philosophy that focuses mainly on transmission of information based on a constructivist approach to teaching and learning. *Beets (2005:190)* argues that in South Africa this shift is evident in an outcomes-based education curriculum aimed at replacing traditional pedagogical style of rote learning. This is true especially when looking at how teachers were involved in two-day block training, aimed at empowering them with CAPS requirements.

There is often a gap between policy and practice. However, over the years, there have been new identifications into why a policy is often not implemented very smoothly. Policy can be criticized for being flawed if it does not address the real problem that it should address. Policies can also be evaluated according to the implementation process. Perhaps the policy was implemented too hastily. There are many possible gaps between the intentions of a policy document and how it is practically implemented in schools and classrooms. Such gaps were evident in NCS and should not be allowed to feature in CAPS.

The reasons for poor implementation processes may be due to the fact that policy plays a symbolic role. This means that policy paints a picture of an ideal situation that policy makers are working towards. In this way it offers a vision of an ideal teacher in an ideal school. There was no adequate consultation of teachers in the curriculum planning, yet they were expected to implement such a curriculum. This is due to teachers never having been given the opportunity to comment on what to

teach, how to go about teaching it or as to the reason for teaching it. Deciding on curriculum matters requires the involvement of those with practical classroom context.

Carl (2005:223) argues that a perception often held by teachers is that the curriculum is developed “elsewhere” and handed down to them from the top. Such argument is based on the criticisms and failure underlying the previous curricula. *Carl* (2010:137) is of the view that many curriculum initiatives have foundered due to curriculum developers underestimating the importance of implementation. It is dangerous to be of the view that work has been completed once the design and dissemination have been finalized. The real success is evaluated by the degree of how workable it is in practice. It is therefore necessary for curriculum developers to plan effectively for the implementation phase.

Such curriculum will have been developed at national and provincial level before teachers actually become involved during the implementation phase. During the course of teacher training, the teachers’ role is one of being a facilitator. *Carl* (2010:213) places emphasis on the idea of dissemination of information, implementation and assessment of curricula. In this case, learners become the core of learning since they are actively involved in the social construction of reality.

In November 2009 the Minister of Basic Education, Angie Motshekga, stunned the educational community with her announcement that OBE was ‘dead’ (*DoE* 2011c:14). A little later than a year after those words were expressed, CAPS was gazetted, thus becoming educational policy. However, CAPS has already been implemented in all grades (Grade R to Grade 3, Grade 4 to Grade 6, Grade 7 to Grade 9 and Grade 10 to Grade 12). The implementation dates for CAPS in Grade R to Grade 3 and Grade 10 was 2012, 2013 for Grade 4 to Grade 6 and Grade 11, and 2014 for Grade 7 to Grade 9 and Grade 12. NCS has been used as a starting point for filling in gaps, thus reworking the outcomes and assessment standards into general aims of the South African curriculum.

1.2 SIGNIFICANCE OF THE STUDY

In order to address the needs for educational change in a country, one must not overlook the needs of teachers since they are the implementers of the curriculum. This study is beneficial to the following individuals:

- School managers: This will assist school managers with the design of strategies in order to determine solutions for the implementation of CAPS.
- Parents: It will aid parents in assisting learners to cope with the topics covered in CAPS.
- Teachers: This study will help to explore teachers' experiences with the implementation of CAPS in Grade 10 at selected schools in Ndwedwe, Durban, thus empowering teachers to be more skilful.
- Other researchers: This study will add to the growing body of information in the field of educational research and will serve as a guide to other researchers who would like to conduct studies of similar nature.

De Vos (2005:118) alleges that one can only guess the significance of a problem and whether or not it can be researched effectively and competently, until a thorough discussion of related literature builds an argument and therefore demonstrates the significance of the proposed study. Teachers, learners, parents and society at large have an interest in this domain of enquiry.

The significance of the study is also due to the fact that the majority of stakeholders are not yet confident about CAPS implementation as it is presently in its beginning stage. Teachers' experiences have to be reconsidered, taking into account the fact that there have been various curriculum periods in South Africa – *apartheid curriculum, Curriculum 2005, Revised National Curriculum Statement (RNCS) and NCS*, (*Hoadley*, 2009:148). Currently there is CAPS which is already implemented in Grades 10- 12 .Everybody is interested in the ideologies that underlie this curriculum and what its implications are for different groups of learners.

1.3 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

There are a number of ways of understanding or analyzing the curriculum. Policy plays a political and symbolic function. This is when the curriculum does not serve the needs and interests of the learners and of the society to which they belong. *Green* (2007:111) states that policy is symbolic because it offers a vision of the ideal teacher in an ideal school. For example, it is practically impossible for a teacher to play all the roles in a meaningful way. This is one of the reasons for the gap between intentions of the policy and its practical implementation in the classroom. Education only becomes political when it socializes learners to carry out orders from above in an unquestioning

and unthinking manner. Therefore the effective interpretation and implementation of CAPS rests upon the permanent eradication of policy-practice gap. Such gap might eventually narrow teachers' experiences on implementing CAPS. If the department of education does not act swiftly on this concern, teachers will bear the brunt of policy-practice gap.

Amendments to the NCS are meant to leave more time for teaching and learning in key learning areas. As stated in the 2010 State of the Nation Address by the President of South Africa the focus in basic education is Triple T: Teachers, Textbooks and Time (*DoE*, 2011d:13). This means that teachers must be in schools on time and all learners must receive the required textbooks for their respective grades. Thus the Department's proposed changes are in line with the Government's goals. Emerging issues for failure are based on the socio-cultural environment within and outside schools and the fact that most schools do not have conditions required for effective attainment of specific aims.

Maree (2010:24) argues that while policy documents provide broad guidelines and approaches to changes envisaged, it is actually getting to grips with implementation taking place in classrooms through efforts of teachers. One may also emphasize that change is not automatically followed by a change in policy, but is brought about by the transformation of classroom culture. Teachers play a pivotal role in creating learning environments which enhance learning. If CAPS is implemented, then the learning environment must be supportive of that curriculum. A teacher may need to undergo a change in his/her mind-set regarding CAPS implementation in order to change the culture of the classroom in line with curriculum imperatives.

Luneta (2011:26) states that the better our understanding of teachers' experiences is, of how their practices in the classroom develop and of the factors that impinge upon this development, the better we are able to construct, develop and evaluate theories of teacher education and professional growth that are contextualized and grounded in relevant concepts. This will enlighten the training of teachers and guide them in their tasks. Any curriculum is at the mercy of the teacher, who will interpret it in classrooms and this is evident in *Shalem & Pendlebury* (2010:27) arguing that good teachers are the most precious source of any education system, but they are also expected to fulfill roles which interfere in their core task of organizing systematic learning. No matter how experienced

the teacher may be, the presence of interfering roles is likely to hinder proper implementation of CAPS.

This study will be underpinned by both constructivism and critical theory.

The existing understanding of curriculum is that it is not a neutral and rational activity, but is socially constructed. With CAPS, teachers need to allow learners to construct social meaning in the classroom through interaction. *Audi* (in *Donald*, 2008: 204) argues that in education the idea of learning as a constructive process is widely accepted: learners do not passively receive information, but instead actively construct knowledge as they strive to make sense of their world.

Another central concept in constructivist thinking is that knowledge is not fixed. It is shaped, constructed and reconstructed in different social contexts and at different times. In some of the NCS's documents, there is also enduring emphasis on learner construction of knowledge, notably in the Life Sciences (*Umalusi* as cited in the *DBE*, 2009:24), and the same applies to CAPS. Teachers will have to use their experiences to expose learners to activities that allow them to attach different meanings to social reality.

Vygotsky (cited in *Donald*, 2008:84) points out that knowledge alone is not absolute and unchanging. It is a social configuration which is developed and learned through social interaction. His argument is based on the fact that knowledge is not God-given, but is instead acquired and shaped during social interaction. *Ornstein* (2006:422) reflects that most constructivists favor an activity-centered curriculum in which learners interact with knowledge and each other to create meaning and acquire new knowledge for themselves. For example, learners may be given a practical task in which they are required to read and follow instructions, make observations and conclusions. In this way, learners develop confidence and attain problem solving skills.

Booyse (2008:12) states that the key focus areas in the philosophy of critical theory are the 'change and emancipation' of societies from being indoctrinated towards being critical and questioning. As for *Paulo Freire* (cited in *Lemmer* 2000:57), the essence of education about society is that social reality is created by people and can be changed by people. It is important that both learners and teachers see that social and political reality is not fixed, but that it can be transformed. This is

because most curricula being presented to teachers and young people in the developing countries are handed down for implementation without any room for critiquing.

DoE (1997:13) acknowledges that through critical theory, learners acquire the skills to “collect, analyze, organize and critically evaluate information”. The emphasis on reconstruction and on critical and questioning attitudes in the new curriculum reflects the key aspects of the philosophy of critical theory. Critical theory raises questions of consciousness when dealing with knowledge. Critical dialogue about educational issues that affect society is encouraged. Learners should be given tasks that empower them to be in dialogue with themselves and nature. Once learners start doing so, teachers can now say that CAPS has been mastered.

1.4 PROBLEM STATEMENT AND QUESTIONS

In the preceding discussion it appears that the difficulty of this investigation revolves around the implementation of CAPS in Grade 10. The main research question is as follows: what are teachers’ experiences regarding implementation of the Curriculum and Assessment Policy Statement (CAPS) in grade 10 in selected schools at Ndwedwe in Durban?

In order to address the main question, the following sub-questions have been identified:

- What are the obstacles regarding the implementation of *CAPS*?
- How user-friendly have teachers found *CAPS*?
- How do teachers respond to change?

This problem is of current interest since most schools are still uncomfortable with the way CAPS has been implemented. This may be due to the geographical location of schools. Most schools in Ndwedwe bear the brunt of disadvantage as most of them have no running water, sufficient sanitation, laboratories, libraries or suitable classrooms. Teachers still lack practical experience and require solutions concerning appropriate ways of implementing CAPS in a more contextualized manner in order to produce knowledgeable learners.

1.5 AIM AND OBJECTIVES OF THE STUDY

1.5.1 Research aim

In light of the above research question and sub-questions, the aim of the research is to determine teachers' perceptions, and identify and clarify possible barriers relating to the implementation of CAPS in grade 10 in selected schools at Ndwedwe in Durban.

1.5.2 Research objectives

The study intends to achieve the following objectives:

- To identify possible barriers to the implementation of CAPS
- To establish whether teachers are appreciating CAPS
- To determine teachers' perceptions about changes in curriculum

1.6 RESEARCH DESIGN AND METHODS

Hofstee (2006:113) reflects that in research design one is not obliged to explain the details of the implementation of techniques, but merely to deliberate techniques that will be used. This section answers the question as to why the study is being conducted in this particular manner. It also provides an indication as to the general steps taken for the research and to justify it; namely, to substantiate why the method of interviews and not questionnaires was used.

This section shows how data will be collected, used and analyzed. It sets out the kind of methods, procedures and instruments to use. This section reflects the contexts in which the results will be interpreted. It gives information on who is included in the sample and why.

1.6.1 Population and sampling

Grade 10 teachers were targeted. Teachers' experiences of implementing CAPS were gauged against the background of the NCS. Their noticeable experience of the NCS and accessibility contributed to them being selected / sampled. Participants were interviewed separately on an individual basis. This was done by selecting the schools within the vicinity of Ndwedwe in Durban. This study was conducted in five different schools and this created room for multiple / diverse ideas.

Purposive sampling was used. *Sarantakos* (2013:177) states that this technique allows the researchers to purposely choose subjects who, in their opinion, are relevant to the project. The investigator thought that the present topic would be thoroughly explored if the key participants be teachers who can offer adequate and useful information about teachers' experiences of implementing CAPS. The respondents' expertise and knowledge in grade 10 CAPS, made them suitable for the study.

Complete coverage of the entire population is seldom possible. The sampled schools contained ± 14 teachers each (all native South Africans) and a learner enrollment of 400. Ninety nine percent of these learners came from the local informal settlement. Only five schools were part of the sample. Fifteen participants were central to the research. This means that the sample consisted of two Grade 10 teachers and one FET phase Head of Department (HoD) from each of these five schools respectively. The researcher ensured that heads of departments were from diverse streams.

Teachers' interview questions differed from those of the heads of departments. The case study that was conducted must help teachers and school management teams to identify teachers' experiences and measure the extent to which CAPS is implemented in Grade 10. Interviews were to be conducted. Participants were recorded and the data transcribed. No difficulties were anticipated with the access of participants and analyzing their responses as they resided on their schools' premises.

1.6.2 Data collection

The proposed research was a case study, set in a qualitative mode of inquiry. As a researcher, there was a need to play a leading role in data collection. The main data collection method was by means of interviews. Supplementary methods of data collection such as videotapes, audiotapes and diary notes were used. Addressing the issues that were raised in the research questions involved a systematic analysis of sources and opinions.

A room for the interviews provided for face to face interaction, thus enabling the clarification of concepts that were confusing to the participants. Data collection from fewer participants was a wiser choice for virtually any qualitative data. All that was seen and heard, was recorded. A room was also provided for repetition of observations for validity purposes. Interviews were recorded and its contents transcribed. The collected data was subsequently analyzed. It was for the above reason that

qualitative and interpretative data, and methodology were part of educational research that provided the road to understanding the implementation of CAPS in Grade 10.

1.6.3 Validity and reliability

In trying to avoid biases and maintain validity and reliability of data, a process of triangulation was administered. The only possible threat to the reliability of data could be the researcher's failure to take notes during observation. *De Vos* (2005:166) defines validity as referring to the degree to which an instrument is doing what it is intended to do. Validity was maintained by choosing the sample that was accessible, with the hope of saving time and costs during the interview process. As a researcher, there was a need to ensure that sources and content used were valid (accurate, consistent). This called for precision in recording and analyzing data.

The study was approached in a way to ensure that participants did not resist along the way because this may have adversely affected the results obtained. This was achieved by ensuring confidentiality and disclosing the benefits that would be reaped from the study. Reliability is primarily concerned not with what is being measured but with how well is it being measured. Soundness and reliability of qualitative research depended on how credible, applicable and reasonable the findings were. Practitioners should be able to confidently utilize ideas and expertise in the classroom.

1.6.4 Data analysis and interpretation

Data analysis and interpretation was completed after data collection. Data management, which is part of data analysis, aimed at high quality and accessible data. That is why data collected was stored and retrieved for analysis.

Addressing the issues that were raised in the research questions involved a systematic analysis of sources and opinions. Data was sorted accordingly, conceptualized, refined and organized into a coherent new structure. The recorded interviews were transcribed and analyzed. Transcription and analysis of the interviews took place while they were still 'fresh'.

Teachers' experiences relayed into words, shaped and transformed into a communicable representation thereof. Contradictory points of view and new insights were revised and refined. Data collected was compared and consolidated into a meaningful discussion.

1.6.5 Ethical considerations

Firstly, a letter requesting permission to conduct a study was forwarded to the five schools that were part of investigation. This letter informed teachers of their right to privacy, anonymity and protection from reprisal. Participants were assured that no recording means would be concealed from them.

De Vos (2005:65) recommends that subjects who are recorded should give their consent, and their confidentiality be ensured. The participants were guaranteed access to any part of the recorded information. They were informed about how their responses will be used and about the value of the research as such. The researcher ensured that participants were not treated as objects but rather as individual human beings. Data was analyzed in a way that did not tarnish the schools' image. Consideration was taken in ensuring that the schools were not negatively exposed. It was necessary for the researcher to maintain trust and confidentiality when analyzing data.

1.7 CLARIFICATION OF PERTINENT CONCEPTS

Despite the fact that there are distinct interpretations of the terms used in this study, the interpretations used were, wherever possible, to be in accordance with the definitions provided in South African policy documents.

1.7.1 Curriculum and Assessment Policy Statements (CAPS)

CAPS is a single, comprehensive and concise policy document, which replaces CAPS Grades R-12 (*DoE, 2011a:06*). This curriculum was introduced after the Department of Basic Education (DBE) had appointed a panel of experts to investigate the nature of current challenges and to replace NCS. The DBE informed parents, teachers and other stakeholders of the progress made on the review of NCS as announced by the Minister of Basic Education, Angie Motshekga, on 06 July 2010. This curriculum aimed at replacing NCS in order to improve the quality of teaching and learning. Teachers will now have a clear understanding of the topics that must be covered in each subject.

1.7.2 NATIONAL CURRICULUM STATEMENT (NCS)

The *Department of Education (2000)*, seeing that C2005 was failing, reviewed C2005 and replaced it with NCS, which was first implemented in 2006. This new curriculum which is NCS, is underpinned

by the same principles of C2005, namely, OBE, learner-centeredness and an integrated approach to knowledge. *Green* (2007:124) states that the new curriculum does not see teachers simply as people who will implement the given curriculum plan, but as people who design their own learning programmes for their learners. This policy is echoed in the *Norms and Standards for Teachers of 2000 (Government Gazette No 20844)* which lists one of the teachers' roles as 'interpreter and designer' of learning programmes.

“In an Outcome-Based curriculum such as the National Curriculum Statement for Grades 10-12, subjects are viewed as dynamic, always responding to new knowledge, including knowledge that has previously been excluded” (*Shuter & Shooter, 2005:02*).

In the researcher's point of view, NCS was equated with a 'rainbow nation' curriculum as it is national. This was because it reflected the values, needs, interests and attitudes of all ethnic groups irrespective of race or geographical locations. *Shuter & Shooter* (2005:05) certifies the above, especially when one looks at the nature of NCS's principles. NCS allowed teachers to develop learning programmes that recognize learner surroundings. This curriculum aimed at redressing the past imbalances by empowering teachers with skills that create better practitioners.

There had never been a curriculum that entertained teachers' contributions as was the case with NCS. Teachers can now frequently observe and think about the results of their teaching methods accordingly.

1.7.3 Curriculum 2005 (C2005)

Hoadley and Jansen (2002:27) pointed out that C2005 outlines a nation's educational priorities as it 'shapes the boundaries of teaching; it determines what is possible in the classroom'. This is evident when one looks at how it served as a guide to teachers in that it provided them with minimum knowledge, skills and values that learners required.

It was underpinned by the philosophy of learner-centered education. *Department of Education* (2001:19) defines C2005 as a step away from content-laden, often ideologically distorted, examination-oriented apartheid curricula. Issues such as redress, access, equity and development underpinned this curriculum. This is the curriculum that ensured that South African learners become knowledgeable in a much more contextualized way. It aimed at producing knowledgeable and marketable learners.

C2005 formed the basis of NCS which was amended and replaced by CAPS as from January 2012 in Grade R-3 and Grade 10. C2005 is a curriculum that emancipated oppressed learners from doing only those subjects which ensured they would always remain mere labourers. After the introduction of C2005 one noticed a greater influx of learners into science streams at schools since it was now more practical than before. For the first time in curriculum history, the year marks contributed a certain percentage to learner success.

1.7.4 Curriculum

Grundy (1987), cited in *Graham-Jolly* (2009:2250) and likewise acknowledges the different ways in which the curriculum is defined. The fact that curriculum is viewed differently by various groups implies that there are different ways in which a curriculum can be designed. *Graham-Jolly* (2002:10) describes the curriculum as a

“formal academic programme provided by a school, as reflected on the time-table...a particular course of instruction or a syllabus”.

This definition is limited to formal curricula only and overlooks informal curricula such as values and behavior, which may not reflect on the time-table. Curriculum is ever-changing and needs not to be confused with the textbook. Curriculum should change in order to stay current or reflect the most current thoughts.

Schwab (1969:240) says that:

“Curriculum is what is successfully conveyed to differing degrees to different students, by committed teachers using appropriate materials and actions of legitimated bodies of knowledge, skills, taste and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of specified group of students who are known to be decision makers”.

In my opinion, curriculum represents a flag since it reflects the values of different social groups. Such values are expressed by teachers in terms of what they teach, their method of teaching and the reason for teaching it. These values may be passed on from one generation to the next through learning and teaching. A curriculum is everything planned by teachers which help to develop the

learner as long as it is not against the principles of CAPS. This can be an extra-mural activity, a debate, or a visit to the library.

1.7.5 Outcomes-Based Education (OBE)

Outcome-Based Education (OBE) acknowledges the fact that learners bring their knowledge to school, meaning that a learners' knowledge, irrespective of his or her background, is a starting point for the teacher. *Jansen and Christie (1999:146)* say that:

“Outcome-Based Education (OBE) does not have any single historical legacy...OBE drives from the competency education model associated with vocational education in the United Kingdom... in South Africa, the most immediate origin of OBE lies in the competency debates followed in Australia and New Zealand”.

According to draft policy (*DoE, 1997: 06*), OBE is defined as an approach, which should “..... be given by the outcome displayed by the learner at the end of the educational experience (process)”. In OBE teachers are allowed to choose their teaching methods as long as learners attain positive outcomes.

1.7.6 Curriculum development

The concept “curriculum development” is open to many interpretations. *Carl (2010:194)* defines it as “the encompassing and continual process during which any form of planning, designing, dissemination, implementation and assessment curricular may take place. It is within the process of curriculum development that teachers become actively involved. The fact that teachers interpret and unpack the curriculum for learners in the classroom (as in the case of CAPS), makes them attain the status of being curriculum developers.

One may see that curriculum development involves assessing learners' needs, capabilities and selecting / creating the instructional materials. In the South African context, *DoE (2009:63)* redefined the role of subject advisors and now expects them to visit schools with the aim of developing both teachers and the curriculum. Neighboring schools (at *Ndwedwe*) have arranged themselves into clusters to discuss areas of concern (in the subjects) and are now in charge of developing their own learning materials.

1.7.7 Teacher involvement

Teachers should be trained on policy formulation if effective participation is to be guaranteed. In terms of policy development, teachers should be encouraged to make suggestions. Participation in policy-making is indicative of involvement. However, teacher involvement in curriculum development is merely an illusion because all that is really expected of teachers is to apply curricula that have already been fully developed elsewhere.

Teacher involvement is about letting teachers play a leading role in making decisions on the content of teaching, the method of teaching and the reason for teaching. However, in South African context politicians instead, have been deciding on the curriculum but this has now changed. Meanwhile, teacher unions have also had a remarkable impact on ensuring teacher involvement in curriculum matters. We see teachers playing leading roles as facilitators in subject workshops, in NCS and CAPS workshops, in Olympiads, in IQMS and in Continued Professional Teacher Development (CPTD) workshops and presenting papers in conferences.

What seems lacking is the maximal representation of rural teachers at the above events. *Ndwedwe* teachers are definitely affected. The implication for the above is that maximal involvement by all that have a vested interest in the curriculum is of cardinal importance. The involvement of teachers is jeopardized in situations where the syllabus or instructions have been designed higher up in the hierarchy by other persons or organizations. *Carl* (2010:194) states that the involvement of teachers may be viewed as mere recipients, appliers and implementers. It is advisable that curriculum architects should encourage maximum teacher participation and reduce political influences with regard to curriculum issues. Current occurrences in South African curriculum confirm the philosophy that some things are easier said than done.

1.7.8 Implementation

When policies are put into action they are regarded as being implemented. In the learning environment teachers are expected to implement the curriculum plan handed to them, irrespective of the nature of CAPS training / workshops attended.

Teachers' choices with the implementation of the curriculum may depend on the resources that are available to them. At times, teachers' preferences regarding the manner and content of what they

teach may not correspond with the needs of the learners, depending on how the curriculum was presented to them for implementation.

Green (2007:74) states that implementation requires a combination of pressure and support. Teachers need support with regard to how they can implement changes in their classrooms. It is also vital for the school as a whole to make necessary changes in order to support the new policy since implementation requires modifications within the entire school.

De Clercq (1997:129) reflects that policy plays a symbolic role. This is why policy implementation may be poor in some instances. This means that policies paint a picture of the ideal situation that policy makers are working towards. Policies can be a statement of intent, for example, that all South Africans have the right to free basic education, yet there is not sufficient money, nor the human capacity to make this vision a reality. *Harley* (as cited in *Green*, 2007:111) states that it is simply impossible for any one individual teacher to play all seven roles in a meaningful way. Teachers do not possess the necessary skills to both master and practice these roles. They are overburdened with paperwork and other administrative duties.

1.7.9 Integration

Integration suggests that learning areas should not be treated as separate entities. Certain aspects of the content are shared, e.g. one can teach learners about shapes during language lesson, thus covertly reinforcing certain mathematical concepts. It entails the idea of not epitomizing theory over practice, especially in practical subjects.

Gultig, Hoadley & Jansen (2002b:05) argue that this is an integrated approach to education and training that implies a view of learning that rejects a rigid division between academic and applied knowledge, between theory and practice, between knowledge and skills, and between head and hand. Integration ensures that learners benefit maximally because teachers teach across the curriculum. This can be achieved and maximized by sharing ideas through networking and team teaching.

In the outgoing NCS there is integration across and within the learning areas. One can see this through the way in which subject disciplines, which were previously taught separately, have been collapsed into learning areas. Practically it means that disciplinary knowledge that is learned is

linked by the theme, e.g. the three states of water in science, the water cycle in geography and measuring water in maths.

Green (2007:124) states that the idea of ‘integration of knowledge’ came to be included in NCS because many educationists felt that schooling should be a preparation for life and work, and that the gap between education and training should be narrowed. Knowledge can also be integrated across the academic / training divide. This means that teachers try to close the gap between theory and practice, and take the view that what is learnt at school should be relevant in learners’ everyday lives. CAPS focuses strongly on linking school knowledge to learners’ everyday lives.

1.7.10 Learner-Centeredness

Learner centeredness is usually associated with learners being actively involved in their learning. The important thing is that learners are actually engaging with learning material, and are learning with understanding, as opposed to simply rote learning without understanding. Some of the methods associated with learner-centered education are learning through discovery, problem-solving and working in small groups which develop social and cooperative learning.

In a science lesson a teacher might give learners instructions to conduct an experiment in electric circuit, let them hypothesize, observe and provide conclusions based on what happened. Learner-centered education is not new in South Africa.

1.7.11 Policy

Policy is what gives rules, instructions and guidelines on “what to do, when to do and why to do”. In most circumstances it is designed by those at higher levels and handed over to relevant personnel for implementation, e.g. apartheid education policy. However, not all policies are bad, some are good, for example, think of the nutrition policy and one that excludes learners from paying school fees. As per *The Concise Dictionary (2011:1173)*, policy refers to a “plan of action” or “statement of ideal”, that is socially constructed, but not God-given.

De Clercq (1997:135) states that policy fulfills a “symbolic function”. This means that the policy describes “the vision of the state or the ideal situation” that the policymakers are working towards. Policies can state the ideal vision, but lack of resources may make it impossible to make this vision a

reality, for example, the implementation problems that arose around C2005 and NCS. Policies are not neutral documents. People often disagree about policy. One can say that policy, just like the curriculum, is contested. An example of where values can be contested is seen in both the NCS and CAPS. The new curriculum (CAPS) is underpinned by the values of tolerance and religious acceptance.

1.7.12 Strategy

According to *Concise Oxford Dictionary* (2011:1384), a strategy is defined as a plan of action. For the purpose of this study, strategy comprises the most appropriate roles and mechanisms for teacher involvement in the different phases of curriculum development. Such roles may include the seven roles (mediator, leader, interpreter of learning programmes, pastoral role, researcher, and assessor and learning area specialists) of the teacher as mentioned in the *Norms and Standards for Teachers* (2000). This motivates teachers to be dedicated and upgrade themselves professionally if they really want to be knowledgeable.

A number of intervention strategies have been used at school level for those schools which have underperformed. The departmental officials introduced a strategy whereby each subject advisor adopts a school that underperformed with the aim of uplifting that school. Special attention is paid to such schools by strict monitoring and ensuring that schools write extra tests and honor common quarterly tests from the department.

The Department was aware of the common discrepancies in NCS and that is why teachers are not being neglected, but supported in various ways. However, the introduction of CAPS is hoped to close gaps and flaws identified in the outgoing curriculum.

1.8 DELIMITATION OF THE STUDY

The study focused on Grade 10 teachers in the previously disadvantaged communities. The sampled group consisted of fifteen participants only and could not represent the majority of the teachers at Ndwedwe in Durban. The results of this study could not be generally compared to all secondary schools in South Africa since the social, economic and political contexts of the schools differed. Although this study was conducted in five schools, thorough research was done to compare

to the real situation, which could be of great value to curriculum designers, developers and academics.

1.9 CHAPTER DIVISION

Chapter one is an introduction and reveals the context of the study, significance of the study, literature study and theoretical framework, problem statement, aim and objectives of the study, research design and methods, clarification of pertinent concepts, delimitation of the study, chapter division and summary.

Chapter two consists of a literature review and theoretical framework of the study.

Chapter three provides an account of research design and methods.

Chapter four focuses on the findings, analysis and interpretation of data.

Chapter five provides a summary, conclusions and recommendations drawn from the study

1.10 SUMMARY

This chapter serves as an introduction to the study, aimed at determining teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at Ndwedwe in Durban. The evolution of the education system in South Africa from an apartheid and fragmented structure to a democratic system has been driven by citizens' efforts through education. It is envisaged that CAPS will ensure sustainability and flexibility in a workforce as demanded by the principles of NCS.

The background of the study, significance of the study, problem statement, aims and objectives of the study, proposed research methods, clarification of pertinent concepts and delimitation of the study were dealt with. The reasons behind replacing NCS with CAPS were identified and justified. Clarification of concepts was done, bearing in mind the aim and objectives of the study.

The next chapter focuses on the literature study relating to implementation of CAPS and possible improvements for effective implementation.

CHAPTER TWO

LITERATURE STUDY AND THEORETICAL FRAMEWORK FOR THE STUDY

2.1 INTRODUCTION

The literature study and theoretical framework explore scholarly contributions that are relevant to Curriculum and Assessment Policy Statements (CAPS) implementation. This section considers changes experienced in curriculum over the past years. It also looks at the comparisons between CAPS and the National Curriculum Statement (NCS). There is also an emphasis on shifting curricular and curricular information. These comparisons present a detailed review of literature, focusing on the timeline of recent curriculum change in South Africa and the key changes of CAPS implementation. This section also emphasizes particularly on curriculum and teaching and learning as they affect the effective implementation of CAPS. It explores NCS Grades R-12 principles with regard to CAPS implementation. It also includes a discussion of certain theories that underpin this study.

2.2 KNOWLEDGE ORGANISATION IN THE CURRICULUM

Hoadley (2012:188) reflects that following negative public perceptions about Outcomes-Based Education (OBE) in South Africa, the Minister of Basic Education established a Ministerial Committee in 2009 to undertake a review of the curriculum. In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national CAPS was developed for each subject listed in the NCS for Grades R to 12. The Department acknowledges that CAPS is not a cure-all to implementation challenges (*DoE*, 2011b:08). It asserts thought, that the simplification of the curriculum will go a long way in assisting with other barriers to quality education.

However, CAPS is designed in such a manner that it considers the interests of the key stakeholders through consultation.

According to *Hoadley & Jansen* (2012:88), the call for knowledge organization in the curriculum was based on the following features:

- It was content-led as the content was organized according to separate subjects.

- Content was often abstract and theoretical and unrelated to learners' and teachers' experiences of real world.
- Previous curriculum tended to be imposed to teachers and learners.
- Focus was on question-and-answer sessions.
- Assessment used to focus on the ability to recall the content.

The above is not the case with CAPS. This is because teachers in the CAPS have options about what to teach, the order in which the content must be taught and when content must be taught. *Carl* (2010:67) argues that the design must consider not only the subject content but also the methods and skills necessary for learning process. Curriculum developers must know and understand the needs of curriculum stakeholders. To carry out curriculum design and implementation successfully and to prevent conflicts of interests, depends on the degree of support made available to teachers to implement the curriculum. Curriculum developers must be aware of the learners' strengths and weaknesses in order to teach them accordingly.

Letting learners use and apply their knowledge and skills by thinking; contextualize and make knowledge their own; take responsibility of their learning; grow in confidence; encourage development of social skills; participate in discussion and become empowered, are the ingredients of what that the new curriculum (CAPS) ought to bring about. Successful adherence to the above will ensure that the curriculum responds to the challenges of the multitude of learners' learning styles. CAPS, like all other curricula, must be evaluated, corrected and go through repeated levels of innovation as it is not a static system.

Luneta (2011:26) states that the more our understanding of teachers' experiences is, of how their practices in the classroom develop and of the factors that impinge upon this development, the more able we are to construct, develop and evaluate theories of teacher education and professional growth that are contextualized and grounded in relevant concepts. This informs the training of teachers and guides them with their tasks. Any curriculum is at the mercy of the teacher who interprets it in classrooms. This is evident when *Shalem* (2010:27) argues that good teachers are the most precious source of an education system, but they are also expected to fulfill roles which interfere with their core task of organizing systematic learning. No matter how experienced the teacher may be, the presence of interfering roles is likely to hinder proper implementation of CAPS.

2.2.1 Shifting curricular

According to *Department of Education* (2011a:13), CAPS documents were finalized and approved at the end of January 2011 after consultation with the public. There has been a discussion about changes experienced in curriculum over the past years. People have been talking about the need to restore a culture of learning and teaching in South African schools. Teachers are often described as unprofessional and demotivated. *Hoadley & Jansen* (2012:03) states the fact that the education ministry has introduced a number of important curriculum forms, including Curriculum 2005 (C2005) in 1998, the NCS in 2002, and most recently, CAPS in 2012.

There are four curriculum policy cycles that have shaped curriculum reform within the democratic South African post-1994. *Du Preez* (2014:36-45) outlines each curriculum policy cycle as follows:

- The first cycle echoed the desires to redress the inequalities of the past. During curriculum reform, purification became evident in the content, participation and principles underpinning the curriculum.
- In the second cycle, C2005 was the first 'new' post-apartheid curriculum that was implemented and underpinned by the principles of OBE and social justice.
- Third curriculum policy cycle is underpinned by a period of doubt as various role players claimed that C2005 was failing education. C2005 was criticized of having downplayed the subject content and being full of jargon language. It was reviewed in 2000 and this resulted in NCS being an official curriculum in 2002.
- A fourth curriculum policy cycle emerged in July 2009 when a panel of experts was appointed to investigate the shortcoming of the implementation of NCS. *Hoadley & Jansen* (2012:04) states that NCS retained OBE as its principle organizing feature, irrespective of criticisms.

This resulted to NCS review in 2009 to create CAPS which was finalized in 2010 and due for implementation between 2012 and 2014.

The details of the timeline of curriculum reform in South Africa are shown in the table that follows.

Table 2.1: The timeline of recent curriculum change in South Africa

Year	Curriculum change
1992	National Education Policy (NEP) investigation publishes a set of policy alternatives to apartheid education
1994	Democracy in South Africa
1995	Apartheid syllabi are cleansed in terms of race and gender stereotypes. A Resume of instructional Programmes in Schools, Report 550 becomes interim syllabus
1996	Learning area committees develop outcomes
1997	Curriculum 2005 (C2005) is piloted in some schools
1998	C2005 is implemented in Grade 1
1999	C2005 is implemented in Grade 2. New Minister of Education commissions a review of C2005
2000	Implementation of C2005 continues for other grades for GET C2005 review committee report published
2001	C2005 revised and Revised National Curriculum Statement (RNCS) for grades R-9 published for comment
2002	RNCS for grades R-9 published
2003	Teachers trained in NCS
2005	Implementation of RNCS for GET
2006	Implementation of NCS for FET
2008	First grade 12s write a new Outcomes-based NCS examinations
2009	New Minister of Education calls for a review of the NCS
2010	All grades and the subjects of NCS revised to create CAPS
2011	CAPS finalized. Teacher training for CAPS implementation commenced
2012	CAPS implemented in Foundation Phase and grade 10. Implementation for other grades planned for 2013 and 2014

Adopted from *Hoadley & Jansen* (2012:160-161)

2.3 CURRICULAR INFORMATION

NCS for Grades R-12 (2012) is built on the C2005, but also updates it and aims to provide clearer insight of what is to be taught and learnt on a term-by-term basis. It indicates the minimum learning outcomes and assessment standards required as well as the processes and procedures for the assessment of learner achievement. It was under this type of growing pressure that the Minister of Education again called for a review in late 2009. Her argument was based on *Ramphela's* assertion

in *Daily News* (2008:01) that “we have chosen the worst curriculum policy that one could ever imagine”.

The reasons for its failure were the lack of teaching the basics and the lack of good assessment practices. Single comprehensive CAPS have been developed for each subject to replace the Learning Programme Guidelines (LPGs) and Subject Assessment Guidelines (SAG) in Grades R-12.

2.3.1 The key changes of the Curriculum and Assessment Policy Statement

The key change is that the curriculum is no longer framed in terms of learning outcomes and assessment standards, so as to strengthen content specification. To make it more accessible to teachers, the curriculum is repackaged: every subject in each grade has a single, comprehensive, concise CAPS that provides details on what teachers ought to teach and assess as stipulated in *DoE* (2011d:06). In this way, outcomes are absorbed into more accessible aims, and content is specified in subject topics and the assessments to be covered per term.

Set out below are a few of the more important points to consider, as stated in *DBE* (2010:06):

- Every subject in each grade has a single document that provides details of what needs to be taught and assessed on a grade-by-grade and subject-by-subject basis.
- Where the previous curriculum was skills-based, CAP is more content-based with the specific content prescribed, as well as at which time of the year it needs to be taught.
- All of the requirements in the *Foundations for Learning* document are listed as requirements in CAPS, with emphasis on Languages and Mathematics.
- Learning Outcomes and Assessment Standards are replaced by topics. CAPS has broken each subject down into teaching weeks and outlines the topics that need to be covered per week.
- English as a First Additional Language is now taught from Grade 1.
- The number of subjects in the Intermediate Phase are reduced from eight to six.
- Technology is combined with Natural Sciences, and Arts and Culture combined with Life Orientation.
- Economic and Management Sciences is now taught only from Grade 7.
- Annual National Assessments (ANAs) now take place in Grades 3, 6 and 9.

Such change suggests less focus on learner profiles and this helps teachers to spend more time on learning and teaching than on managing learners' files. Effective implementation now requires

teachers who can master the subject content since CAPS is content based. The introduction of workbooks is believed to relieve teachers as they are learner-friendly.

According to the *DoE* (2011b:05) the weighting of continuous assessment and end-of-year examinations and its time line are as follows:

- Grades R to 3 – 100% continuous assessment
- Grades 4 to 6 – 75% continuous assessment, 25% end-of-year exam
- Grades 7 to 9 – 40% continuous assessment, 60% end-of-year exam
- Grades 10 to 12 – 25% continuous assessment, 75% end-of-year exam

The timeline for CAPS introduction with the above-mentioned CASS structure is as follows:

- 2012: Grades 1–3 and 10
- 2013: Grades 4–6 and 11
- 2014: Grades 7–9 and 12

Curriculum News (2010:03) reflects that CAPS should provide clear guidelines on what teachers ought to teach and assess on a grade-by-grade and learning area / subject basis. Assessment requirements also spell out how teachers can ascertain whether learning has been attained. In this way, Government and society in general, parents and teachers are offered information about the quality of schooling. *Hoadley* (2012:200) raises a concern about curriculum that has an overload in the assessment requirements as well as very demanding requirements for the recording and reporting of assessment results. Fortunately CAPS was designed in a way that caters for flexibility and interests of both learners and teachers in all grades.

2.4 CURRICULUM AND TEACHING AND LEARNING SUPPORT MATERIALS

In its report, *the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement* (DBE, 2009:62-67), the Ministerial Committee recommended the following:

- Teacher workload and administrative burden to be reduced.
- Streamlining and clarification policies: to develop a single Curriculum and Assessment Policy document for every learning area and subject (by phase).

- Clarification of the role of subject advisors nationally and specification of the exact nature of the in-classroom and school support they should provide to teachers.
- Simplification and streamlining of assessment requirements and improvement of the quality and status of assessment by making General Education and Training (GET) and Further Education and Training (FET) bands consistent.
- The concern about the transition from Grade 3 to Grade 4 must be addressed firstly by reducing overload in the Intermediate Phase, by reducing the number of learning areas to six subjects, including two languages.
- The quality assurance and catalogue development of textbooks and other learning and teaching support material (LTSM) needs to be centralized at national level.
- The training of teachers to support curriculum implementation should be subject-specific and targeted only where needed.

In response to the recommendation of the Ministerial Committee to streamline and clarify the curriculum policy, national CAPS was developed for each subject listed in the NCS for Grades R to 12. Recognizing the previous implementation problems, an expert Ministerial Committee embarked on the development of textbooks and learning and teaching support materials, including learner workbooks. To bring about the essential improvement in learner achievement, the Minister announced a comprehensive programme: Action Plan 2014-Towards the Realization of Schooling 2025. This was all very positive news, and the Minister and DBE are to be congratulated for the decisive steps they have taken to produce a repackaged, more accessible and structured curriculum and good implementation strategies. A danger, however, is that quality and effectiveness may be sacrificed in the haste to deliver all the products of their labours.

CAPS is not a radically new curriculum, because in its new form there is both change and continuity. It is an improved, more user-friendly version of the curriculum that existed. CAPS puts more emphasis on teaching the basic knowledge, skills and values, which ensure that teachers do not apply authoritarian, teacher-dominated teaching methods in the classroom.

Rice (2010:02) further states that for many years, the OBE curriculum has been accused by many as being the main cause of all the problems in the South African education system. Although this is far too simplistic an argument that fails to come to grips with the fundamental reasons for the education

crisis, it became the scapegoat, producing mounting public pressure and that is why we now have CAPS as the new curriculum.

Rice (2010:17) further states that an improved, user-friendly curriculum, however, will not solve all our quality problems. In the end, it depends on the competence, commitment and professionalism of our teaching force. This will involve improving teachers' subject knowledge, professional skills and competence in English, as the main language of learning and teaching (LoLT), and a new system of accountability.

2.5 CURRICULUM POLICY: THE CASE OF CAPS

A country's education system should reflect what the country values and holds dear. *Mda and Mothaba*, (2000:01) argue that the proliferation of education policies, laws, acts and discussion documents in South Africa since 1994 mirrors the state of hope, desire and urgency to move away from a painful, divisive, destructive and self-defeating education system. The vision of the new government from 1994 is articulated in the new Constitution (1996), the White Paper on Education and Training (1995) and the South African Schools Act (1996). Mr. J.G Zuma, the current president of South Africa, also prioritized education as a matter of urgency for all stakeholders in his speech in 2009 at Durban International Convention Centre (ICC), (*SABC 2 live show, March 24, 2009*).

Maree (2012:21) argues that NCS as a curriculum seemed to fit into the demands of CAPS. This ensured that teachers do not rely on methods that do not actively involve learners in their learning. Teachers could no longer see themselves as the bearers of knowledge. CAPS ensures that learners acquire and apply knowledge, values and skills in ways that are meaningful to their own lives.

A learner in this new dispensation should be one that fits in a multicultural democratic society with fundamental values. Currently, the South African education system strives to address these values as they are rooted in the Constitution of the Republic of 1996. *DoE*(2002:02) cited in *Msila* (2007:153), argues that such values involve democracy, social justice and equity, non-sexism and non-racism, (*Ubuntu*) dignity, an open society, accountability, respect, the rule of law and reconciliation. In this manner the curriculum reflects the diversified courses which challenge learners to think in more complex ways about identity and history, and to avoid cultural stereotyping, argues, *Humphreys et al.* (1998:61). *Jansen* (2001) in *Willmot* (2005:69), states that since 1999 there has been a shift

from a period of symbolic change to one of deep transformation in which policy is enacted and real change starts to take place in the classroom.

This was evident, for example, when the Minister of Basic Education established a Ministerial Committee in 2009 to undertake a review of the curriculum, the consequences of which had been the development of the strengthened NCS. This aimed at fostering learning which is sensitive to the values of reconciliation and nation building. *Hopkins, Ainscow & West* (1994:20) suggest that in order for teachers to accept change and implement the curriculum successfully, they need to be supported by the education system either at school level or departmental level.

The implementation of CAPS does not focus merely on teachers; it requires change from the school management team and reorganization of the school environment. *Christie* (1999:287) reflects that whether policy makers approach the change agenda through schoolboy perspectives, evidence is that changes at classroom level are hard to achieve. The change that occurs in a top-down manner is not rooted in realities of schools. However, in the case of CAPS the key stakeholders were consulted in the policy-making process.

The school management needs to change their traditional ways of managing, interpreting and implementing CAPS. *Pretorius* (1998:99) is of the idea that managers need not follow a particular routine when restructuring schools and their management. *Coetzee* (2012:01) states that some of the principles of NCS in its overview clearly depict that CAPS is not a new curriculum, but an amendment to NCS. The amended curriculum was hoped to make the curriculum more accessible to teachers.

2.6 THE PRINCIPLES OF CAPS

These are the seven principles that underpin the NCS GRADES R-12:

- Social transformation
- Active and critical learning
- Progression
- High knowledge and high skills
- Human rights, inclusivity, environmental and social justice

- Valuing indigenous knowledge systems and
- Credibility, quality and efficiency

(Adopted from *DoE NCS Grades R-12*, 2011d:04)

The above principles are interpreted by looking at their implications in the classroom context and provide examples thereof.

2.6.1 Classroom implications of NCS Grades R-12 principles with regard to the CAPS

2.6.1.1 Social transformation

This aims at redressing imbalances of the past by providing equal educational opportunities and removing artificial barriers. Learners from different families and communities may have been affected by South Africa's past. They have different ideas about the kind of future they want, and what kind of society they want to live in. The planning of learning programmes should provide opportunities for learners to analyze research and come to understand the role that their subject plays in shaping the kind of society one wants to create in South Africa. Learners should be exposed to research on issues of employment, poverty and HIV/AIDS. Such issues are hoped to widen learners' scope of mind.

2.6.1.2 Active and critical learning

This principle encourages an active and critical approach to learning, rather than rote and uncritical learning of given truths. The focus is on learners and their interests. Learners are able to make decisions in the classroom. Much of the topic is likely to be on learners' questions and discussion as was also witnessed by *Hoadley & Jansen* (2012:125) she argues that there is emphasis on learners finding their own meaning or constructing their own knowledge.

Critical learning includes the ability to engage in reflective and independent thinking, especially in case studies, projects and practical tasks. During active learning learners engage with the material, participate in the class, and collaborate with each other. One must not expect learners simply to listen and memorize, but should help them demonstrate a process, analyze an argument and apply a concept to a real-world situation.

2.6.1.3 Progression (achieving credits)

The National Qualification Framework (NQF) has levels that are designed to ensure progression. Learners always have opportunities for further progress. The subject statements show progression from one grade to another. The content and context of each grade show advancement from simple to complex. Different books (e.g. Study and Master) contain materials that are at the appropriate levels to meet assessment standards required by a particular grade. Planning a learning programme must ensure that learners are progressing appropriately through the levels of knowledge and skills that the classroom requires. Progression implies that the teacher will move from the known to the unknown when presenting the lesson.

2.6.1.4 High 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. Demonstration as a method (*Vermeulen, 1998:17*) helps to transfer certain skills, capabilities or knowledge (insight) to the learners, so that the latter can master these through observation of a series of actions. If learners achieve the specific aims, they will be able to use the qualifications they attained at this level to transfer to other courses and programmes outside the school system.

2.6.1.5 Human rights, inclusivity, environmental and social justice

All newly-developed subject statements are infused with the principles and practices of social and environmental justice and human rights (*Educators' Voice 2005*). The NCS for Grades 10-12 was particularly sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability, etc. Even the Constitution of the Republic of South Africa emphasizes the above-mentioned issues.

CAPS requires one to design classroom activities that promote:

- Creation of opportunities to relate one's subject to the broader social goal of promoting human rights, environmental justice and social justice.
- Taking into account how one is grappling with issues such as poverty, language and disability, etc. in learners' daily lives, and encourage learners to explore issues in ways that relate to their subjects. **For example:** Identify a social problem or issue of relevance in the

learners' community and help them to design a small research project to gather and analyze information.

2.6.1.6 Recognition of prior learning

Learners have the opportunity to match their current knowledge, skills and values to a proposed field of study. They may also use their experience in relation to the contents recognized, if they are classed as competent. Learners may be exempted from some tasks in the proposed field, and so could be able to concentrate on tasks that they have not yet mastered.

2.6.1.7 Valuing indigenous knowledge systems

There are many ways of processing information in order to make sense of the world. CAPS acknowledges the diverse knowledge systems through which people make sense of and attach meaning to the world in which they live. "Indigenous knowledge systems in South African context refers to the body of knowledge embedded in the African philosophical thinking and social practices that have evolved over thousands of years," argues *Shuter and Shooter* (2005:05). This serves as a call to acknowledge the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. Learners should take these knowledge systems into account during their research and practical work. A teacher could also involve local expertise to support the class with relevant knowledge to which they have access.

2.7 COMPARISONS BETWEEN CAPS AND NCS

Having discussed the seven principles of CAPS and identified their classroom implications, one also needs to understand the changes from NCS to CAPS. Such new changes are the ones that dictate social practices, experiences, learning programmes and creativity involved in the implementation of CAPS. Comparing CAPS and NCS creates a clear picture about the features of CAPS. Teachers are encouraged to emphasize content over skills. CAPS breaks down each subject into teaching weeks and outlines the weekly topics that need to be covered.

Orientation workshops that teachers attended for both CAPS and NCS, aim equally at empowering them to be better teachers. However, the features of these two curricula remain distinct.

Table 2.2: The features of CAPS and NCS

OLD/Current	NEW/Amended
Learning Areas (LAs) supported by Learning Programme Guidelines (LPG's) and Subject Assessment Guidelines (SAG's)	Curriculum and Assessment Policy Statements (CAPS)
Nine principles	Seven principles
The NCS Grades 10-12 consists of the Subject Statements and the NCS: A qualification at Level 4 on the National Qualification Framework (NQF).	The NCS Grades R-12 consists of the CAPS, National Protocol for Assessment Grades R-12 (January 2012) and the policy document, National policy pertaining to the programme and promotion requirements of the NCS Grades R-12
Learning outcomes (LO) and Assessment Standards (AS)	Topics: concepts, knowledge and skills

Curriculum in South Africa has undergone remarkable criticisms with the result that it was revised, repackaged and redirected. This was hoped to put learners' needs and interests first. Previous curricula, with the exception of Nated 550, neglected the content. Curriculum experts have realized that neglecting content retards education. CAPS is content-based and ensures that teachers teach according to teaching plans. CAPS is both teacher and learner-friendly as it outlines the topics to be completed on weekly basis.

2.8 BARRIERS TO LEARNING

In line with international trends in education, South Africa has embraced an inclusive education as a means by which learners who experience barriers to learning will be educated. Inclusivity should become a central part of the organization, planning and teaching at school. This can only transpire if all teachers have a sound understanding of how to recognize and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers.

Walton, Nell & Hugo (2009:106) state that in 2001 South Africa published the White Paper 6 on special education which outlines a national strategy for systematically addressing and removing barriers to learning. Such barriers could possibly retard the implementation of CAPS. Learners differ

from each other in a variety of ways. These may include prior learning, culture, religion, language, socio-economic status, intelligence, etc. *Donald* (2008:86) re-emphasizes *Bruner's* words (1973:429) that the curriculum must be designed to have students “*construct, unconstruct and reconstruct*” social reality. This doing, undoing and redoing process is essential for ensuring uninterrupted and maximum participation of learners. Ensuring equal recognition of all learners requires one to use an approach which accommodates diversity.

Some barriers may be biological (inherited). This is when a barrier (within the same family) is transferred from one generation to the next. One might also think of genetic disorders as part of the barriers. Psychological barriers may be due to thought or memory processes. One may notice that some learners underperform at school due to retardation and difficulty in recalling. Social factors are wide in a sense that they involve interactions with the environment. Such interactions should provide the chance to socially construct knowledge and attach its meaning. Implementation of CAPS requires teachers to be well-equipped with proper skills to deal with any sort of barriers.

Educational difficulties may be intrinsic and extrinsic to learners. *Walton, Nel & Hugo* (2009:107) further point out that intrinsic complications include physical, sensory, neurological, psycho-social disturbances and differing intellectual ability, whereas extrinsic barriers may be family and its social, cultural, economic context and lack of parental involvement in education. It is obvious from above that barriers to learning can be located within the learner, within the site of learning, within the education system itself and within the broader social, economic and economic environment.

2.9 THEORIES UNDERPINNING THE STUDY

The two theories that underpin this study are constructivism and critical theory. These theories can be interpreted in the main theoretical context of CAPS and applied to the South African model. Attention is also paid to how these theories underpin this study.

The existing understanding of curriculum is that it is not a neutral and rational activity, but is socially constructed. In CAPS teachers need to allow learners to socially construct meanings in the classroom through interaction. *Audi* (in *Donald* 2008:204) argues that in education the idea of learning as a constructive process is widely accepted: learners do not passively receive information,

but instead actively construct knowledge as they strive to make sense of their world. Another central concept in constructivist thinking is that knowledge is not fixed. *Donald* (2008:86) states that knowledge is shaped, constructed and reconstructed in different social contexts and at different times. *Umalusi* (as cited in the *Department of Education*, 2009:24) also specifies an emphasis on learner construction of knowledge, notably in the Life Sciences grades 10-11. Teachers will have to use their experiences to expose learners to activities that allow them to attach different meanings to social reality.

Vygotsky (cited in *Donald*, 2008:84) points out that knowledge itself is not absolute and unchanging. It is a social creation that is developed and learned through social interaction. His argument is based on the fact that knowledge is not God-given, but acquired and shaped during social interaction. *Ornstein* (2006:422) reflects that most constructivists favor an activity-centered curriculum in which learners interact with knowledge and each other to construct meaning and new knowledge for themselves. For example, learners may be given a practical task in which they are required to read and follow instructions, make observations and conclusions. In this way learners develop confidence and attain problem solving skills.

Learners bring their own experiences into a classroom to be shared and this idea needs to be kept in mind by teachers during their planning of classroom tasks for CAPS. The teacher must take on an active role and understand the individuality of each learner through closer examination of the child's work. Once teachers start making decisions about the content and present tasks to learners, the effective implementation of CAPS will be evident.

The teacher provides a means for pupils to apply already existing skills to acquire new knowledge. The latter allows for construction of social reality as expected in the unpacking of the content in CAPS. The way the teacher talks, sets up the classroom, moves, and sets work, all need to be carefully considered to allow peer tutoring and co-operative working between pupils. *Elliot* (2007:48) points out that the way that people become more knowledgeable is through increased actions and interactions with the environment. Classrooms need to be places where teachers create environments in which the learners feel encouraged and able to express and explore their thoughts, feelings and emotions.

Teachers should reflect on their own questioning techniques to ensure that questions are open-ended without a predictable answer. The expectation of learners to discuss thoughts with their peers and teachers should be the propeller of all discussions. Once learners have learnt something new they should go on to exchange ideas and views with other learners and request feedback from teachers in order to consolidate their learning. There are significant implications on classroom management when it is suggested that learning is optimized through talk and co-operation.

Booyse (2008:12) states that the key focus areas in the philosophy of critical theory are the ‘change and emancipation’ of societies from being indoctrinated towards being critical and questioning. As for *Paulo Freire* (cited in *Lemmer*, 2000:57), the essence of education about society is that social reality is made by people and can be changed by people. It is important that both learners and teachers see that social and political reality is not fixed, but that it can be changed and transformed. This is because most of the curricula facing teachers and young people in the developing countries are handed down for implementation without any room for critiquing. In the case of CAPS, non-governmental organizations (NGOs), politicians, parents and teachers were consulted for contributions before it was finalized. This served to create room for multiple realities. Learners become emancipated from fear to be critical of what is learnt, how it is learnt and why it is learnt. CAPS learners are made to believe that life has no worth without critical thinking. Such attitude makes learners act as agents of change that are able to take informed decisions about their learning.

DoE NCS Grades R-12 (2011d:05) aims to produce learners who will be able to “collect, analyze, organize and critically evaluate information”. These are some of the skills that learners learn through critical theory. The emphasis on reconstruction and on critical and questioning attitudes in the new curriculum reflects the key aspects of the philosophy of critical theory. Critical theory raises questions of consciousness when dealing with knowledge. Critical dialogue about educational issues that affect society is encouraged. Learners should be given tasks that force them to be in dialogue with themselves and nature. Once learners start doing so, teachers will be able to say that CAPS has been mastered. CAPS also encourages learners to contextualize learning and problematize any situation around them.

Implementation of the principles of CAPS provides room for multiple realities in terms of how learning and teaching should be. Teachers as observers are within, not outside of the web. This then

invites involvement of the stakeholders in order for CAPS to be effectively implemented in Grade ten.

2.10 SUMMARY

Chapter two provided the literature study and a theoretical framework on the implementation of CAPS. This was done by looking at the shifting curricular in the South African context. Timeline of recent curriculum change in South Africa was outlined reflecting years and events that occurred from 1994 to 2014. Such changes clearly showed all the curriculum periods that were replaced before CAPS. The key changes of CAPS implementation were identified. These involve LOs being known as specific aims, assessment standards as topics, LAs as subjects with more emphasis on content than skills. The concept of CAPS was relooked as has happened in the previous chapter.

CAPS has become the current curriculum which replaced NCS. Grades 7-9 and Grade 12 were the only remaining grades as their first CAPS implementation date was 2014. This chapter also discussed classroom implications of NCS GRADE R-12 principles with regard to CAPS. An intensive comparison between CAPS and NCS was addressed. Possible barriers to curriculum implementation were listed and explained. The ensuing chapter provides an account on research design and methods.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two reviewed the major theoretical works that pertain directly to the purpose of the study, that is, to determine the teachers' perceptions, and identify and clarify possible barriers relating to the implementation of Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban. Chapter two also addressed the organization of knowledge in the curriculum by considering secondary sources. This is justified by *Hofstees'* (2006:93) belief that the researcher needs to locate his/her work in the work of others. The CAPS principles were identified and their classroom implications highlighted. The researcher managed to relate this work to the major theories that underpin what was going to be done.

This chapter contains a discussion on research design, methodology, research instruments, data collection procedures, data analysis, ethical considerations and summary. Research design deals with the overall approach that one will use to test problem statement. There is a discussion of the techniques that were used together with their strengths and weaknesses. The researcher describes exactly how the research design was applied and provides justifications. The qualitative research methodology is discussed and reasons furnished thereof. There is an indication of how data collected was analyzed and what ethical procedures needed to be adhered to.

3.2 QUALITATIVE RESEARCH METHODOLOGY

“Qualitative research is grounded in an essentially constructivist philosophical position, in a sense that it is concerned with how the complexities of the socio-cultural world are experienced, interpreted and understood in a particular context”, argues *Bloomberg* (2012:118). This becomes evident when the researcher examines the interaction by entering into the world of others. More precisely, “qualitative research is a situated activity that locates the observer in the world of others. It consists of a set of interpretive practices that make the world visible. These practices transform the world. Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of the phenomenon in terms of the meanings people bring to them”, argue *Denzin and Lincoln* in

Sarantakos (2013:37). This becomes evident when *Bloomberg* (2012:30) points out that qualitative research is pragmatic, interpretive, and grounded in peoples' lived experiences.

According to *Merriam* (2009:134), qualitative methodology implies an emphasis on discovery and descriptions. *Sarantakos* (2013:37-40) sees constructivism and interpretivism as the main theoretical foundations of qualitative methodology. The above is strengthened by *Bloomberg's* assumption (2012:28) that reality is socially, culturally and historically constructed. Therefore, it is the researcher's role to understand the multiple realities from the perspectives of the participants.

Qualitative researchers are primarily concerned with practice, that is, they focus on the process that is occurring. The focus is on participants' perceptions and experiences and the way they make sense of their lives. Qualitative research, also called field research, typically involves fieldwork in which the researcher observes and records behavior and events in their natural setting. It allows the researcher to physically go to the people in order to observe their natural behavior.

Qualitative research is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem. Qualitative research is also used to uncover trends in thought and opinions, and to delve deeper into the problem. The researcher is seen as an instrument, and the emphasis is on the context and meaning. Qualitative research is distinguished by the fact that it places the researcher at the center of the data-gathering phase and, indeed, the researcher is the instrument by which information is collected. The closeness of the researcher to the research participants and subject matter instills an in-depth understanding which can prove beneficial to a thorough analysis and interpretation of the outcomes.

3.2.1 Strengths of qualitative research

This method provides room for a deeper understanding of the research design. Another advantage of qualitative research is the flexibility it permits. *Silverman* (2011:17) is of the view that one real strength of qualitative research is that it can use naturally occurring data to find the sequences in which participants' meanings are deployed. Researchers can modify their field research design at any time and as often as they like. Field research can be relatively inexpensive as it may not require expensive equipment, but can be undertaken by one researcher with a notebook and pen.

Based on [http://www.ablongman.com/johnsonchristensen2e,\(n.d\)](http://www.ablongman.com/johnsonchristensen2e,(n.d)), *Christensen* identifies the following strengths of qualitative research:

- Data is based on the participants' own categories of meaning.
- Useful for in-depth studying of a limited number of cases.
- Useful to describe complex phenomena.
- Provides individual case information.
- Can conduct cross-case comparisons and analysis.
- Provides understanding and description of peoples' personal experiences of phenomena.
- Can describe in rich detail phenomena as they are situated and embedded in local contexts.
- The researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest.
- The researcher can study dynamic processes (i.e., documenting sequential patterns and change).
- The researcher can use the primarily qualitative method of grounded theory to inductively generate a tentative but explanatory theory about a phenomenon.
- Can determine how participants interpret constructs (e.g., self-esteem).
- Data is usually collected in naturalistic settings in qualitative research.
- Qualitative approaches are especially responsive to local situations, conditions, and stakeholders' needs.
- Qualitative researchers are especially responsive to changes that occur during the conduct of a study (especially during extended fieldwork) and may shift the focus of their studies as a result.
- Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur.

The above confirms *Seale's* (2012:209) view that qualitative research attracts researchers who want to explore voices and experience what they believe has been ignored and misrepresented. The use of qualitative research enables one to gain a deeper insight on how to determine teachers' experiences of CAPS in Grade 10. One becomes interested in how qualitative research can offer reliable and valid descriptions of its data. Being aware of strengths makes one cautious about the nature of research methodology chosen for data collection purposes.

Participants are allowed to generate their own questions. If done well, qualitative research is able to achieve a level of depth that is not available to others as it does not restrict experience. According to *Sarantakos* (2013:37) meanings do not exist before a mind engages them. There is no meaning without mind, and this should prevail in the mind of every researcher.

3.2.2 Weaknesses of qualitative research

Qualitative research has several weaknesses as well. Qualitative research is not an appropriate means for arriving at statistical descriptions of large populations. *Anderson & Taylor* (2009:43) states that field research also poses a potential problem with reliability and that reliability can also be thought of as dependability. Interpretations are subjective and personal with field research. The researcher must take responsibility to address this and to prevent their personal opinions and feelings from interfering with the results. This is evident when *Silverman* (2011:25) states that qualitative research should not limit itself to the study of perceptions or meanings.

It has been argued by *Woods* (2006:93) that single qualitative studies cannot provide grounds for generalization across cases. Qualitative research can be high-risk as it can take time to negotiate access, and find out what is going on or what people are thinking.

Sarantakos (2013:46) identifies some of the most weaknesses that relate to qualitative research:

- Efficacy: Qualitative studies cannot address relationships between variables with the degree of accuracy that is required to inform social policies.
- Representativeness: It is based on small samples and hence does not produce representative results.
- Interpretations: There is no way of assuring that the researcher fully and correctly captures the true meanings and interpretations of the respondents.
- Comparability: Qualitative studies do not produce data that allow comparisons.
- Quality of data: The nature of data collection leads to the production of large amounts of useless information.
- It is difficult to make quantitative predictions.
- It is more difficult to test hypotheses and theories with large participant pools.
- It generally takes more time to collect the data when compared to quantitative research.
- Data analysis is often time consuming.

- The results are more easily influenced by the researcher's personal biases.

Qualitative research requires one to be dedicated as it is more time consuming. Being well informed about the type of research method to choose, helps one to collect the type of data that was intended. Any researcher that cannot deal with large amounts of data and is unable to suppress his/her personal biases, is unfit to use qualitative research. My overall understanding is that since qualitative research relies more heavily on words than on numbers, those opting for it must have a good command of language.

3.3 SAMPLING AND POPULATION

Teachers who teach CAPS Grades 10-12 were assumed to have experienced NCS. Their noticeable experience and accessibility has contributed to them being selected / sampled. Schools were purposively selected. These schools were not too far apart from each other, and were also in the same circuit (Ndwedwe). All teachers in these schools were residing on school premises, which made them more readily available for interview purposes.

The rationale for selecting schools is twofold. The first is the ability of individuals to accurately recall information regarding the effective integration, interpretation and implementation of CAPS. The second is related to the role that the head of departments (HoDs) and teachers play in initiating change and implementing the curriculum.

The selected HoDs and teachers were from the schools within the vicinity of Ndwedwe. A complete coverage of the whole population is seldom possible. This is certified by *De Vos* (2005:199) when he argues that a sample can be viewed as “a subset of measurements drawn from a population in which we are interested.” The sampled schools totaled 14 teachers each (all native South Africans) and a learner enrollment of 400. The majority of learners in the selected schools reside in the local informal settlement.

Only five schools were part of the sample. One head of department and two Grade 10 teachers per school were central to the research. Therefore the sample consisted of two Grade 10 teachers and one FET phase HoD from each of these five schools respectively. Selection criteria consisted of one language teacher, one sciences or humanities teacher and one HoD per school. The HoDs were from

diverse streams. Languages and sciences or humanities subjects also varied. Principals and deputy principals ended up being excluded as they were not directly involved with learning and teaching as much as HoDs. The case study was conducted to help teachers and the school management team measure the extent to which the principles of NCS have shaped the way in which CAPS was being implemented.

3.4 DATA COLLECTION IN QUALITATIVE RESEARCH METHODS

Qualitative research is made up of a variety of methods of data collection. *Gill (2008:291)* states that the most common source of data collection used in qualitative research is by means of interviews. It is essential to have the framework that determines and guides the nature of data collection. The choice of techniques is dependent on the needs of the research. Instrumentation concerns the entire process of collecting data in a research investigation. The researcher should first think about the better instrumentation plan to administer. This involves making decisions on how to analyze the data.

In this study, interviews were used to explore the experiences of teachers in implementing CAPS. One aspect of the study focused on the interactive thought processes and decisions by HoDs and teachers. Another aspect of the study was directed at knowledge structure of teachers and was determined by the researcher-constructed instrument.

3.4.1 Instrumentation

This is the tool with which the researcher attempts to measure variables in the data selection process. *Sobrepena (2011:12)* argues that the content of the instrument must be appropriate to answer the question being studied. The instrument must be based on theoretical framework selected for the study. Instrumentation is not only related to the selection and design thereof, but also to the conditions under which the designated instruments are administered. Instrumentation assists in developing, testing and using a device. This relies heavily on interviews as they verify information gathered from written sources and contain measures that function as hints for desired responses.

The instrumentation plan entails making a number of decisions before beginning the study. These decisions are made to determine what data is needed to answer the research questions. These include

the questions of what data to collect, when and where to collect it, and how to analyse this. Such decisions help guide the progress of the study to the ultimate goal of gathering data.

3.4.2 Interviews as data collection method

The proposed research is a case study, set in a qualitative mode of inquiry. As a researcher there is a need to play a leading role in data collection. The main means by which to obtain data-is by way of interviews. This approach encourages both the participants' active involvement in research as a learning process and at the same time facilitating a data generation.

Interviews are most importantly a form of communication as they produce different forms of information from individuals. *Mason*, in *Seale* (2012:208) states that in qualitative interviews the researcher is often regarded as a co-producer of data, which is produced as a result of interaction between researcher and interviewees. Qualitative interviews are particularly attractive to researchers who want to explore voices and experiences which they believe have been misrepresented and ignored. According to *Maree* (2010:76) the case study is believed to be striving towards a comprehensive understanding of how participants relate and interact with each other in a specific situation and how they create meaning of a phenomenon under study. A further advantage of using qualitative interviewing as a research method is its flexibility in allowing research topics to be approached in a variety of ways.

The research design that was used is the case study and relied heavily on information obtained through interviews. An advantage of the case study method is the use of multiple sources and techniques in the data gathering process. It allows one to entertain different understandings of the implementation and concerns of CAPS. Structured interviews were used since they ask all the participants the same type of questions and give them the same options in answering. *Maree* (2010:77) states that the aim of qualitative interviews is to see the world in the eyes of the participants, and they can be a valuable source of information, provided they are used correctly. This promotes objectivity and ensures that the researcher's subjectivity does not interfere with the research results. This also makes the results to be more reliable.

Interviews promote probing of the answers. They were used to determine teachers' experiences of implementing the CAPS in grade 10 in selected schools at Ndwedwe in Durban. They also allow one to one interactions. Interviews contribute to the reliability and validity of information since data can be tape-recorded for easy retrieving. However, *Hofstee* (2011:135) raises the issue of asking for permission if you are recording the interviews. Failure to do that will make the participants feel uncomfortable and give you unsubstantiated responses. Interviews motivate people to take questions seriously since most people would rather talk than write.

Interviews allow for the clarification of ambiguous questions. This makes them to remain the most suitable collecting data on teachers' experiences of CAPS. However *De Vos* (2011:346) sees the ringing of the telephone during interviews as common pitfalls, and this should by all means be avoided.

Tape recorder, as *De Vos* (2011:359) suggests, allows a much fuller recording than notes taken during interviews. However, this does not mean that notes taking will be unnecessary. Tape recorders and diary notes were used as supplementary tools. There were two interview sessions for each participant. The first interview took at most two hours of their time. The second interview took no more than forty five minutes. This took place preferably at the cottage after school hours, sometimes on Saturdays, depending on teachers' convenient time.

Interviewing provides a room for face to face interaction and clarification of concepts that might be confusing to the participants. According to *Rampasard* (2001:289), educational problems require a research methodology that provides the deepest and broadest understandings of educational system. In the case of this study one is made to believe that data collected using fewer participants makes the research to be more qualitative. What was said and heard was tape-recorded and transcribed.

Apart from clarifying ambiguous questions, interviews offer a room for the participants to respond in their own terms. *De Vos* (2005:299) argues that interviews are a useful way of getting large amounts of data quickly and are an especially effective way of obtaining data in depth. Conducting qualitative interviews requires one to be able to make the participants forget that they are being interviewed.

3.5 DATA ANALYSIS

Data analysis and interpretation was done after data collection. Data management, which is part of data analysis, aims at high quality and accessible data. That is why data collected was stored and retrieved for analysis. The researcher transcribed and analyzed the interviews immediately. Responses from HoDs and teachers were interpreted and developed. Data were sorted and grouped according to research questions, thereafter refined into a coherent new structure. The researcher developed a list of categories and patterns. The tape recorded words were transcribed into texts. Certain data were translated from one language to another with the aim of making meaning. Topics that relate to each other were grouped in order to reduce categories.

Data were read for several times before formally coding them. *Seale* (2012:368) acknowledges that during coding, data are fragmented into a number of different parts which then may seem disconnected from the whole. Data was analyzed in a way that does not ruin the schools' image. Consideration was taken in ensuring that the schools are not negatively exposed to the outside world. It was necessary for the researcher to maintain trust and confidentiality when analyzing data. Responses from all the participants were examined to determine the effectiveness of the implementation of CAPS.

Data collected were compared against each other and consolidated into a meaningful discussion. Biases were avoided in data analysis and a room for objective construction of reality was provided. There was a high consideration of ethical issues that could arise in transcribing and translating others' words. This usually depends on how one demonstrates respect in transposing spoken words into text. Lastly, transcripts were reviewed to ascertain validity of findings.

3.6 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS

Research instrument needs to be both valid and reliable. *Sarantakos* (2013:99) sees validity as the property of research instrument that measures its relevance, precision and accuracy. Reliability means that an instrument is consistent. This is strengthened when *Sarantakos* (2013:104) stresses consistency of data across the sites. The researcher needs to ensure that goals and objectives of the study are clearly defined to the participants. There is also a need to ensure that the researcher takes

notes during interviews to avoid forgetting. All expectations to participate should be written down in order to improve validity. Poor sequencing of questions should be avoided as that can lead to results that are not applicable to every school.

Asking for follow-up questions and probing ensured accuracy and consistency. There was a need to compare the content and how people have answered. Being critical of the responses is believed to assist in determining whether the instrument has been able to achieve what it was intended to achieve. In this case the instrument used had to be able to determine teachers' experiences of CAPS and produce the results that are 'transferable to the other groups of interest', *Sarantakos (2013:101)*.

Gray (2011:159-160) points out that a further problem, and often a significant one, is biasness on the part of the participants. The researcher refrains from being subjective as this often puts reliability at risk. *Welman (2007:143)* points out that subjects deliberately or inadvertently provide the responses (answers or actions) that they believe to be socially acceptable. Some participants may provide a response they think the researcher is seeking.

In order to minimize uncertainty with reliability, teachers had their own set of questions to respond to and the same applied to the head of departments. English remained the sole language of communication in order to avoid misinterpretation. It was ensured that all respondents had experienced CAPS in grade 10. *Sarantakos (2013:106)* states that using verbatim accounts ensures the reliability of the findings. Mechanically recorded data were used for accuracy in this study. Interviews were tape recorded to ensure that respondents' opinions are not misrepresented. This was accompanied by notes taking. The researcher had to rely on 'prompting and probing' (*Sarantakos, 2013:288*) as this is central to achieving accuracy and precision. Usage of jargon and double negations were avoided so as to maintain validity and reliability in data collection.

3.7 ETHICAL CONSIDERATIONS

Before data collection starts, a letter asking for permission to conduct interviews and letters of invitation to participate with attached consent forms was made available. These letters describing the purpose of the research were delivered to the five sampled schools. HoDs and the teachers from the five schools received e-mails, SMSes and telephone calls specifying their respective dates and times

for interviews and had to confirm their availability. Participants were assured that neither personal identity nor the identity of the school would be released to the public.

Seale (2012:109) points out that the interviews should be identifiable only by the researcher through a coding system. This assists in protecting the participants from harm as a result of participating in the study. In this way their identities and privacy are protected. The researcher thought beyond being careful with procedural matters of gaining informed consent for the protection of human subjects.

The trustworthiness of the study must be judged by how ethically engaged the researcher was likely to be during the conduct of the study. Ensuring good relationship with teachers as participants in this case, was believed to yield balance in ethical issues. Participation was on voluntary basis and interviewees could withdraw at any time. The researcher had to consider the issue of who benefits and who does not benefit from the study, with special attention to the purpose of this study which is to determine the teachers' experiences and identify and clarify possible barriers relating to the implementation of CAPS in Grade 10 in selected schools at Ndwedwe in Durban.

3.8 SUMMARY

This chapter identified the procedures and methods used for data gathering. It provided a description of this study's research methodology. Reasons were furnished on why the chosen research methodology was the qualitative one. The researcher described exactly how the research design was applied and provided justifications. Both the strengths and weaknesses of qualitative research methodology were highlighted. The issue of sampling and population was addressed.

A detailed explanation on how data was collected and analyzed, was also outlined. There was also an indication of what ethical procedures need to be adhered to. Chapter four provides the findings, analysis and interpretations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPETATION

4.1 INTRODUCTION

Chapter three discussed research design, research instruments, data collection procedures, data analysis, procedures and ethical considerations. In dealing with the above aspects, the research aim and objectives were considered (section 1.5). Research design dealt with the overall approach that one uses to test problem statement. There was a discussion of the methods together with their strengths and weaknesses. The researcher described exactly how the research design was applied and provided justifications. The qualitative research methodology was discussed and reasons furnished thereof.

This study was conducted in order to find teachers' experiences of implementing Curriculum and Assessment Policy Statement (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban (sections 1.4, 1.5.1, 1.10, 3.4, 3.4.2 & 3.7). The study was undertaken at five secondary schools in Ndwedwe. The research was conducted successfully without major difficulties since the mentioned schools are located in the same ward as the researcher resides in.

The researcher was acutely aware of the fact that some participants might believe that the image of the school should be protected and that negative responses may expose the school. Due to these beliefs it was necessary for the researcher to establish trust and pledge confidentiality, and to explain the benefit of being honest when responding to the research.

Teachers from sampled schools were interviewed. The researcher had informally observed the process of CAPS implementation in Grade 10 since 2012. Initially, this study intended to include at least two teachers, one head of department, deputy principal and a principal from each of these five schools (section 3.3), but it ended up focusing on two Grade 10 teachers and one Further Education and Training (FET) phase Head of Department (HoD) from each of these five schools respectively. Principals and deputy principals were deliberately omitted as HoDs are directly in charge of learning and teaching.

This chapter presents a discussion of the findings derived from the data generated during interviews. Focus group interviews were conducted with two different stakeholders, namely, teachers and HoDs from each of the five sampled schools. A brief description of the people interviewed is given. The schools in which the research was conducted are briefly described here. As part of research ethics, the participating schools and research participants were assured of confidentiality and anonymity (section 3.7). In accordance with *Seale's* (2012:109) recommendation, the interview transcripts were identifiable only by the researcher through a coding system. In order to ensure this, names of participants and the schools' names were not used in the discussion.

4.2 THE CONTEXTS OF THE SCHOOLS

Research was conducted on five schools only. These rural schools are situated in Ndwedwe, north of Durban. They are situated about 85 kilometres from the city of Durban, KwaZulu-Natal. They are African schools whose teachers reside mainly the city; children live in the surrounding rural areas. All schools have electricity except for the classrooms. Principals' offices and staff rooms alone are electrified. These schools do not have sufficient resources to hire night-time guards. The school governing bodies merely intensified security measures in the offices with the installation of burglar guards and not burglar alarms. Electricity in the classrooms, if any, has been vandalized. None of the five schools have a library or a school hall. Space in these schools is overcrowded due to the lack of adequate classrooms. The schools serve a very poor socio-economic community. The schools consist of about four hundred learners and are secondary schools.

4.3 RESEARCH PARTICIPANTS

Research participants had different experiences as they occupied different positions at different levels. The school management team and teachers were central to the study. However, their exposure to CAPS was the same as they all experienced CAPS for the first time in Grade 10 in 2012. Participants comprised of mixed gender and age. The overarching aim of the interviews was to understand the teachers' experiences with the curriculum implementation in the form of CAPS.

4.3.1 The School Management Team (SMT)

The SMT consisted of five members as only one HoD was interviewed from each of the five schools. Three HoDs were females between the ages of 30 and 40 years. They have been in management for two to five years. The other two were males with six years experience in management and were between 35 and 45 years old.

4.3.2 Teachers

The teachers comprised of ten participants, i.e. two from each of the selected five schools. Purposive sampling was used in this study (section 3.3). Both teachers and HoDs had to be teaching Grade 10 during the course of the study, i.e. they had to be directly involved with CAPS in grade 10. Apart from the above, all the participants had to be willing to avail themselves for interviews. The male teachers ranged from 30 to 40 years while females ranged from 35 to 45 years of age. Females had more teaching experience than males (in terms of years of service). All focus group participants expressed themselves freely and they appeared to be interested in the study. They even expressed their gratitude at the end of each interview.

However, both HoDs and teachers were eager to access and read findings to understand the problems experienced by teachers with regard to implementation of CAPS in Grade 10. After having received the permission to conduct research, arrangements were made with teachers concerning date(s), time(s) and place(s) for interviews.

4.4 THE RESPONSES FROM TEACHERS AND HOD'S

Interviews with teachers and HoDs were transcribed and responses grouped into common themes. Responses from HoDs and teachers were interpreted and developed. Data collected was compared and consolidated into a meaningful discussion. Biases were avoided in data analysis and a room for objective construction of reality was provided. The audio-taped interviews were transcribed, then analyzed. Transcription and analysis of the interviews took place while they were still “fresh”. The interviews with teachers and HoDs were coded using themes and categories which enabled the researcher to identify emerging patterns. Teachers’ experiences were put into words, shaped and transformed into a communicable representation thereof. Data was refined and organized into a coherent new structure.

Table 4.1 presents the themes with categories that were explored through the research questions. Data analysis, as for *Rammapudi* (2010:147), helps to examine the categories aimed at addressing the research questions. Topics were developed from raw data and categories were captured and presented in table 4.1 below.

Table 4.1: Presentation of themes and categories

THEMES	CATEGORIES
Barriers to implementation	<ul style="list-style-type: none"> -Nature and quality of training program experienced - Major challenges faced
CAPS implementation experiences	<ul style="list-style-type: none"> -CAPS user-friendliness -Value of sources and resources for curriculum implementation -Monitoring of work experienced
Curriculum change	<ul style="list-style-type: none"> -Feelings about curriculum change - Support structures and systems in place to impact change

The research findings were discussed and interpreted under each theme and presented in categories that correspond with the relevant theme. The next section presents, analyses and interprets the collected data based on barriers to implementation, CAPS implementation experiences and curriculum change.

4.5 PRESENTATION OF RESEARCH FINDINGS

Findings were presented and discussed under the above-mentioned themes and categories. The schools were termed as School “A”, School “B”, School “C”, School “D” and School “E”. For teachers and HoDs in School “A”, the researcher used TA and HA. The same procedure was followed to identify teachers and HoDs in other schools, e.g. TB and HB for School “B”.

4.5.1 Barriers to implementation

4.5.1.1 Nature and quality of training program experienced

This section serves to highlight the ways in which the quality of training programs created barriers towards effective implementation of CAPS. The findings reflected that there is a dire need for teachers to experience adequate training in order to implement CAPS. Some general comments from teachers in Schools “A”, “B” and “E” were:

“Facilitators were teachers just like me who had done no facilitating courses. During training , trainers kept on reading page by page from the training manual without in-depth explanations. I was happy about being able to recognize the omitted and added sections in CAPS”.

TD pointed out that: *“Even the HoDs in my school are unable to unpack certain matters related to the ‘how and what’ part of the subject content”.* However, the teacher in School “C” was an exception when she elaborated that:

“Seeing that training was not enough for me, I walked an extra mile by registering for a fresher course on CAPS. This yielded positive results as I am now able to act as an implementer and developer of the curriculum”.

I was impressed by TD when she stated that:

“Training only started to be meaningful during orientation workshops by subject advisors”. This gave me the impression that knowledge cascaded by the facilitators was inadequate; could hinder teacher empowerment of effective CAPS implementation. HoDs seemed to be less concerned about training programs as all three happened to be part of the facilitating team. They did not comment about the nature of the training manuals and the way training was administered.

HA said:

“I enjoyed every part of my training. “ I would regard my training as ‘first class”. *“The subject advisors were well-equipped during the training sessions offered to us”.* HB argued that:

“I now understand CAPS expectations, but my main worry is the infrastructure in my school”. *“No remarkable support from either the school or HoDs except providing the teachers with marking*

pens, charts and chalk". It was unfair for the school to just throw pens and papers to the teachers as part of support without proper guidance and monitoring.

HE claimed that:

"I already had skills and knowledge from NCS, therefore the only thing I need is to sit down and identify the differences CAPS and NCS and use that as a stepping stone to strengthen the knowledge attained from training".

HD and HC were of the view that training alone will not bring about any change if teachers' mind-sets remain the same. This raised the issue of preparedness on the part of teachers. Regardless of the nature of training, no change will be effected if the role players' attitudes are negative. HoDs appeared to be the only participants that were happy with the training. This was because their trainers (subject advisors) had first-hand information. It is now clear that those who trained teachers failed to cascade information as all teachers raised dissatisfaction about the training. A discrepancy was also noticed as teachers did not experience the same number of days for training. Training sessions varied from one day to two-days block or three-days block session.

4.5.1.2 Major challenges faced

Major challenges, as identified by most teachers and HoDs, were countless. Their volume made it difficult to treat responses as individuals. The challenges brought to the fore were mostly as follows:

Lack of resources

- Lack of resources e.g. due to budget constraints
- Problems with access to technology, eg. computers, internet
- teachers having to prepare resources

Lack of professional development

- teacher experience/expertise is lacking

Lack of time and energy

- time is taken to get curriculum implemented
- finding time to really explore something
- Having time to do it all well

Coverage

- needing to cover a wide spectrum of material
- covering all the strands (oral/written/visual) adequately

Achieving specific aims

- trying to meet all specific aims in all strands
- how to breakdown the aims
- finding examples for all specific aims

Assessment and reporting

- need for assessment guideline
- knowing how much and how often to assess
- report format
- assessment according to the needs of the children

Making sense of the document/implementation of the curriculum

- ensuring teachers understand how to develop marking schedules and that language remains learner user-friendly
- Good lead teachers have made implementation of the curriculum a lot easier

Motivation

- Childrens' lack of motivation
- getting children to see a plan of the 'big picture' as opposed to once-off tasks
- convincing them that what they are going to do has value
- encouraging children to re-craft a piece of work they have done

Wide range of abilities children have within a class

- poor role models at home
- children beginning school with poor language skills
- lack of social/ co-operative skills

School library issues

- school library needs to be more user- friendly

Creativity has been lost (e.g.: by paper war, jargon)

- having time to explore written language
- workload
- finding balance of enjoyment of teaching

Class size/ numbers

- classes are too large

Teachers are resistant to change

- in the up-skilling of teachers that teachers are resistant to change

Literacy not as high as it used to be

- children's literacy, reading and vocabulary levels are not as high as they used to be
- reading levels of learners
- the connection of learning with personal experience
- inability of learners to read/ spell / written comprehension low

The next section deals with experiences of CAPS implementation.

4.5.2 CAPS implementation experiences

Most teachers and HoDs still did not perceive CAPS in the same way. Some considered it a threat while others revered it. Such experiences may have been due to some contextual factors. Aspects to be discussed under this section are CAPS user-friendliness, values of sources and resources for curriculum and monitoring experienced.

4.5.2.1 CAPS user-friendliness

Most participants seemed to be aware of CAPS. When asked about the user-friendliness of CAPS, HC responded:

“It is user-friendly in some ways”.

Such argument was based on the school infrastructure and lack of extensive regular meetings. HA supported HC by saying that:

“User-friendly although accompanied by increased administrative duties”.

This made most of the teachers believe that the teacher workload would decrease. Only three out of ten teachers perceived it ‘*not user-friendly*’ at all. When probed, their reasons revolved around

infrastructure, inadequate training, socio-political backgrounds and resource problems. Neither the teachers nor HoDs perceived it as *'very user-friendly'*. The above responses clearly show signs of unreadiness.

When asked their opinions on what could improve the effectiveness of CAPS, HoDs asserted the need for *'teacher training and resources provision'*. "HA" pointed out that:

"Teachers are still struggling with syllabus completion. English teachers have too many tasks to hand to learners over a very short period of time". This corresponds with the above assertion.

Having asserted their views, HoDs suggested adherence to the following:

'Annual programmes of assessment, team building, inviting subject advisors, networking, team teaching'. Some HoDs shared their experience that:

"Using morning and afternoon classes help our schools to achieve top results".

HA did not buy the idea of involving other internal or external stakeholders for effective implementation of CAPS. This was evident when the following words were uttered:

"My broer (Afrikaans), I hate beating around the bush, I believe in sticking to rules and do what I am told to do". *"I treat the policy documents as my bible and plan according to the policy as documents contain pre-planned work schedules with date"*.

However, the above might be contrary to other stakeholders as it ignored the need to sharing ideas with other stakeholders. "HE" suggested that teachers be warned not to covertly contribute to gaps in the curriculum practice.

"HE" was quoted saying:

"While walking around the veranda, I overheard a History teacher conducting the lesson in IsiZulu, I halted around until the lesson is over". *"I perceived it as a disgrace in the teaching profession because it will be an insult to the learner if the teacher sets the History test in English whereas teaching was done in the learners' mother tongue."*

"This situation encouraged me to meet with other HoDs and proposed that every teachers and learners abide by the rule that 'neither learners nor teachers' should speak mother tongue (isiZulu)"

during school hours except in the learning and teaching of the mother tongue". This is really common in schools and it prevents learners from mastering English, which is the teaching language in most schools.

Participants thought that the government should provide resources and train teachers because the facilitators were *'sometimes not clear'* about the realities of CAPS. The introduction of common tests was highly appreciated. There was a concern as to why November examinations are not made common in Grade 10 just as in other terms. In the view of the above, HD emphasized that: *"Should the DBE start reconsidering setting all Grade 10 final year exams papers, the standard will be raised"*.

4.5.2.2 Value of sources and resources for curriculum implementation

Successful implementation of curriculum requires stakeholders that are both well-resourced and well-sourced. Only reliable sources should be used for the development of the teaching profession.

Teachers were asked to comment on *'sources of professional development that had been useful for teaching of CAPS'*. Regarding this question, the highest source was teachers in the school itself and this was fairly consistent from among teachers from different schools. TD pointed out that: *"Books were also very useful as a source. "This dispensation is based on technology which is lacking in most rural schools". "But this does not hinder one from improvising"*.

TA acknowledges that:

"Teachers need to be given computer courses by the DBE because even though some schools have computers, one will find that there is no computer literate teacher in the school, mostly in rural schools ". *"Computer will remain nicely packed in the boxes without using them as there is usually no orientation"*.

About half of all teachers said that assistance from school support services (advisors, CAPS documents and resource teachers) was very useful although there was variation among the teachers. Some teachers mentioned their HoDs as being a very useful source of professional development in CAPS. Teachers from other schools were also indicated as being very useful for professional development. The majority showed great interest in the Integrated Quality Management System (IQMS) as it increased confidence in the classroom.

Teachers were asked to give a reason for being dissatisfied with professional development or for thinking it had not been useful. A typical comment was that *“busy teachers need practical sensible professional development”*. Some commented that the course they attended gave ideas *“immediately used to improve learners’ learning”*. Another teacher commented that:

“I had no formal professional development as I was on a long term leave, but my HoDs and neighboring schools are doing their best to strengthen my confidence in CAPS”. *“However the class numbers make me sink”*. Bitzer & Botha (2011:287-288) agrees with the above participant by reflecting that it is easy to fall back into teacher-driven learning if classes are too big.

Most identified resources include documents provided by DBE like CAPS documents, teaching plans, mobile laboratories, video cassettes, DVDs and books. Responses focused on the relevance of the above resources. The most common reason was that these resources *‘provided specific teaching ideas and assistance with planning and implementing their programmes’*. Participants raised concerns for not having electricity, saying that they are deprived of using DVDs and televisions. Others treated these resources as Bibles. Some teachers said that these resources are specific to the needs of South African learners.

Half of participants said that:

“These resources provided helpful professional information that increased professional knowledge”. Others said that resource materials provided helpful assessment ideas and high interest reading materials for learners. Participants commented on the ways in which professional development had helped them to implement CAPS. TB sees professional development as a strategy to *‘keep one abreast of current practices and issues’*. This is in line with one of the IQMS criteria to measure one’s knowledge of educational issues. TE confirmed this by responding that:

“Professional development helped to challenge and extend existing ideas and knowledge in the context of the subjects curriculum”. *“It has questioned one’s original ideas and helped one to try new things”*. This is evident when Bitzer & Botha (2011:287) state that teachers are being developed to work in contexts that are ideal and do not exist for the majority. Normally classes have learners with mixed abilities. In most cases it is difficult to do justice to such learners.

I was surprised to witness TA saying:

“I have managed to cater for the needs of learners with wider range of abilities and this was done by identifying their strengths and weaknesses”. “I no longer worry about doing remedial as all my learners are passing by flying colours”. This is a very positive view of social reality and needs to be applauded as it shows confidence in how the teacher implements CAPS in the classroom.

A large sample said that they enjoy the opportunity to share, network with other teachers and develop programmes as a whole school since they sit and collectively share experience, wisdom and knowledge pertaining to CAPS implementation. Other ways of professional development were stated as providing an overview to work from and focusing on what teachers are expected to teach. The least number of teachers claimed to have not benefitted a lot and based their reasons on that *‘the information was too general, time was not enough and that there had been much focus on assessment than on teaching’*.

4.5.2.3 Monitoring of work experienced

The presence of flaws in policy implementation clearly showed that something was never done properly. The question directed to the teachers was: “How often is your work controlled”? The HoDs had to answer the question saying: “What kind of tools they use to control teachers’ work”? These two questions were explored interchangeably. Work should be monitored for quality purposes. A teacher from School C raised dissatisfaction about the way teachers’ and learners’ work is monitored. According to this teacher monitoring was being conducted *‘for formality purposes, not for quality’*.

School C teacher further states that:

“Controlled tests and exams are the only monitored aspects”. However, moderation of learners’ scripts was just *‘a matter of running over the teacher’s ticks without checking the memorandum and whether the number of ticks correspond or not’*. *“No class visits done”*. This exposed the HoDs as they were lacking in work supervision. This finding contradicted the statement by some of the HoDs that they received *‘first class’* training. There were no signs of being practical.

One of the HoDs stated that:

“It is for me to request work schedules from teachers to be monitored on regular basis as my own work had never been moderated at the school level”. One can see that this participant knows what to do but is afraid to submit work to the school principal for monitoring; the principal is probably also unprepared to submit work for monitoring. HoDs should reconsider the stamping of policies and lesson plans as it is not monitoring.

The following section deals with curriculum change and its related aspects such as feelings about curriculum change and support structures and systems in place to impact change.

4.5.3 Curriculum change

Change is generally painful and teachers may resist or accept change. Change of government leads to curriculum change. We have noticed the apartheid system being replaced by a democratic system that represents the rainbow nation.

4.5.3.1 Feelings about curriculum change

Most teachers had the general feeling that curriculum was ‘good’. Some teachers showed some doubts about the change as the following comments were made:

“Yo! Yo! Yo!... I am tired of all this curriculum change. Now this CAPS....”

“We are faced with the dilemma of doing new things with old mindsets and old material”.

“This change is forcing us to upgrade and we are old enough to go back to learning institutions to register”.

“Anyway, it’s just like one document unlike all different ones in NCS”.

“Our jobs have been made simpler as it tells you what to you must teach and when to teach it”. A remarkable comment negating the above, came from one participant emphasizing that:

“CASPS leave you with no freedom and you cannot decide on what is good to teach as you only need to rely on the document as your bible”. *“These politicians never consulted us for inputs in the curriculum”*.

This response was a wakeup call for politicians as *Bitzer & Botha (2011:287)* also alludes that “the theories that shaped curriculum development may no longer be relevant in today’s world where teachers are called upon to do more than teaching subject content”. This served as a call to recognize

teachers and schools so that teachers do not take longer to move out of the comfort zones of habit. Failure to consult normally created a gap between policy development and implementation.

“ We are still learning to adapt and this makes it difficult to deliver accordingly”. A teacher in this stage needs regular support and mentoring. *“Curriculum designers cannot expect us to do wonders because our training was inadequate”*.

This will automatically have a negative impact on learning and teaching. Some teachers never had CAPS orientation at all due to being on leave.

“ Our HoDs are still unclear about the correct way to do lesson plans and the subject advisors can hardly visit schools”.

Almost all participants shared the idea that curriculum change led to *‘increased administrative roles, high workloads and stressful regular assessing’*.

4.5.3.2 Support structures and systems in place to impact change

HoDs had a very good theory about the support structures and systems to be in place. When asked about the functionality of such support systems and structures it was clear that such systems were malfunctioning.

HE was quoted saying:

“I do not have time for regular meetings with my department due to heavy administrative roles that I have”. Such response is not typical of a manager. This provided room for the statement made by teachers that *‘ monitoring is very minimal’* and that the HoDs *‘work on trust’* and that teachers are in line with the syllabus and that learners are assessed accordingly.

Workshops arranged by cluster coordinators and subject advisors have become the major support structure. Under normal circumstances, any teacher who attends a workshop should report back to colleagues and the HoD. However, for most of the schools participating in this study, this is a delusion. Implementation requires capacity building and a will to change. Teachers cannot adapt to change and become empowered if the HoDs are unclear about their roles in managing CAPS implementation. There is only one teacher who showed willingness to take CAPS courses as part of personal upgrading. However, it is difficult for only one teacher to make changes that are not supported by the whole school. Implementation of any curriculum requires change in the whole school, including the school governing body, and society at large.

4.6 DISCUSSION ON FINDINGS

Many teachers commented on the fact that the CAPS document was hard to interpret, not user-friendly and that it had been difficult to separate the different levels within the curriculum. Some, however, did comment that they found CAPS easier to use over time. One participant was quoted saying:

“I hate it! It is so long and wordy”. This emphasized the issue of it not being user-friendly at all.

Lack of time, resourcing and training were also found problematic. There was concern as to why the statements could not have been phrased in user-friendly language from the beginning. Participants felt that this created a burden for schools since they had to spend valuable time reinventing the wheel. A further statement was made that teachers do not believe it is their duty to interpret the objectives of the curriculum. Catering for a diversity of learner needs and abilities within the classroom also posed a threat to effective implementation of CAPS. Such diversity ranged from children who can write one sentence only to those that can write ten to fifteen well-structured pages and are able to proof-read work. Some of these comments related to teaching visual language to deaf and hearing-impaired learners which is difficult in rural contexts such as those of Ndwedwe.

Some teachers found the introduction of the school based assessment (SBA) in CAPS to be overbearing and that it took time away from teaching. Teaching was no problem; dealing with the paperwork accompanying the assessment and planning was. This applied to both content subjects and languages. The curriculum for languages seemed to be undermined by reporting and paperwork compliance. Much fun and the point of learning is being lost in an exhausting environment. Timetabling issues, monitoring and remedial teaching to cater for individual needs, were also mentioned as challenges.

Teachers experience a lack of time to create new and exciting tasks, and this is justified by one participant stating:

“I have lots of ideas but no time to action all of them”. A positive aspect about most teachers was that they wished to benefit more from experienced teacher mentoring, but were limited due to lack of daily time. Some teachers mentioned that professional development, reading and the use of subject advisors had been essential in understanding and implementing the curriculum.

A lack of learner motivation and low oral language literacy levels were seen as a challenge by some. Most respondents raised the issue of the assessment being too much and teaching being too little. Other concerns included identifying best practices concerning the implementation of CAPS in Grade 10. Teachers seem ready to accept change as they have already started implementing CAPS in schools. In the following section, research findings are interpreted by focusing on their meaning.

4.7 DATA INTERPRETATION

This section focuses on the meaning of the data, and thus aims at making sense of collected, analyzed and presented data. This was done by providing an overview of the study with special reference to the literature review, research questions and theoretical framework. The main research question was used as a point of departure. The main research question (section 1.4) was as follows:

What are teachers' experiences of implementing the Curriculum and Assessment Policy Statement in Grade 10 in selected schools at Ndwedwe in Durban?

In order to address the main question the following sub-questions were identified (Section 1.4):

- What are the obstacles regarding the implementation of *CAPS*?
- How user-friendly have teachers found *CAPS*?
- How do teachers respond to change?

The above three sub-questions informed the data collection method (section 3.4.2). Designing interview questions for both teachers and HoDs heavily relied on the sub-questions. The sub-questions seek to address the main question. Without them, unpacking teachers' experiences of implementing *CAPS* would be impossible, and the intended aims and objectives of the study (sections 1.5.1 & 1.5.2) could not be achieved.

4.7.1 What are some barriers to the implementation of CAPS?

All teachers raised dissatisfaction about the training. This is because data showed that teachers were challenging the quality of training. Most of their reasons were based on the fact that they were exposed to a once-off training workshop that lasted two to three days. Teachers who are currently in

the system received baseline training. *Serrao* (2008:1-2) points out that poor teacher training (sections 2.2 & 2.4) is one of the challenges that hamper successful implementation.

Moalosi & Molwane (2010:34) are convinced that every time new curriculum is introduced, very little training is received. However, that has been the case in the South African context. No staff development programmes were rendered to teachers in order for the training gap to be bridged.

Training received provided basic knowledge and understanding of the amendment to the curriculum (section 2.5). The facilitators just read the document without putting an emphasis on the principles of National Curriculum Statement (NCS) that underpin CAPS. No classroom implications (section 2.6.1) of NCS principles were identified during the training sessions. Workshops by the subject advisors during subjects orientation workshops (section 2.7) are hoped to close the gap between policy and implementation (section 2.3.1).

Implementation of the principles of CAPS provides room for multiple realities (section 2.9) in terms of how learning and teaching should be. Teachers enjoyed those workshops as they were being prepared for implementation. Once the HoDs have few innovative programmes on hand, this places the change implementation at risk. A lack of alignment between curriculum development, teacher development and supply of learning materials yields less in implementation.

The findings reflected that some of the challenges that impede HOD's' function to manage curriculum implementation are:

- Resource shortages
- Resistance to change
- Class size
- Lack of time (section 2.2)
- Professional development
- Work load
- Administrative support
- Language as a barrier on the part of the learners (section 2.8)

The proper implementation of CAPS seemed to be affected by the inadequate provision of learning and teaching support materials that teachers and learners are entitled to. The *DoE* (2009:51-52)

indicated that lack of relevant resources hinders effective curriculum implementation. This study highlighted that most of the schools do not have modern resources such as computers and libraries. The tendency of principals not to involve teachers and HoDs in the purchase of Learner Teacher Support Material (LTSM) (section 2.4) was also a challenge, and this affects learning and teaching.

The introduction of CAPS promised a decrease in teacher workload (section 2.4). However, that promise is not practical as teachers are sinking in paper work. Angie Motshekga on her welcoming of radical school changes (*Mercury*,2010:12), stated that teachers and pupils will have their workloads reduced, but instead, the opposite is taking place. Increasing class numbers are also making the situation worse as learners are becoming unteachable. This prevents teachers from giving lessons that enhance higher order knowledge and skills (section 2.6.1.4). CAPS encourages activities that promote higher order thinking, i.e. essay type questions, cartoons interpretation, summarizing, word puzzles, etc.

4.7.2 How user-friendly have teachers found the CAPS?

Teachers have shown varying opinions about the user-friendliness (section 2.4) of CAPS. Although some felt positive about CAPS, others still felt insecure about it. Very few perceived CAPS as not *user-friendly at all*. The majority found it *very user-friendly* as they regard CAPS documents as their bible. Reasons for doubting it were based mostly on socio-political backgrounds, infrastructure (section 2.2) and inadequate training.

Sources of professional development have been identified as a pre-requisite for understanding the “*what*” and “*how*” of CAPS. According to the findings, HoDs have failed to play their role as professional developers within the schools. The Learning Programme Guidelines (LPGs) and Subject Assessment Guidelines (SAG) (section 2.7 & section 2.3) in Grades R–12 and Integrated Quality Management System (IQMS) have been revealed by most participants as a cornerstone for maximum learning and teaching. These documents hope to provide professional information that increases professional knowledge required with the implementation of CAPS. This ensures that planned learning programmes provide opportunities for learners to analyze and research information (section 2.6.1.1), and relate what is learnt to real life situations (section 2.6.1.2).

Being professional equips teachers with skills that enable learners to problematize any situation around them (section 2.9). Findings indicated that some schools have computers, but they lack manpower to operate them due to financial constraints. CAPS has appeared to be far from being *(more)very user-friendly* (section 2.4) as most participants perceived it as *user-friendly in some ways* as opposed to the few who perceived it as *not user-friendly at all*.

Monitoring of teachers' work by HOD's was also very minimal, if any. This also adds to CAPS becoming less user-friendly. Findings indicated that the work of most HoDs was not being monitored by principals. This results in teachers' work not being monitored either. The majority of HoDs were portrayed as not monitoring quality, but formality only. This is unacceptable as it deprives learners of their human rights (section 2.6.1.5) to learn.

The reported lack of monitoring by HoDs suppressed the need for further CAPS implementation training. This is due to HoDs displaying high inconsistencies as they failed to monitor teachers' compliance with curriculum implementation. Ignorance on the part of curriculum managers (HoDs) destroys teacher morale which eventually acts as a barrier for effective implementation of the curriculum. This is interfering with the user-friendliness of CAPS.

4.7.3 How do teachers respond to change?

A lot has changed in the South African curriculum. Policy changes are accompanied by the change in mindset of its (policy) implementers (teachers). Some teachers were threatened by the introduction of concepts such as LPGs, SAG, teaching plans (section 2.7), workbooks (section 2.3.1), SBA and Programme of Assessment (PoA). This study showed resistance by high school teachers towards the change. However, in this study, teacher reluctance was not purposeful. It is our education system itself that has to bear the blame. Some HOD's stated that they did not have time for regular meetings with their department due to heavy administrative roles.

HOD's are dissatisfied about the countless roles on their shoulders. These include managing and drawing policies for the department, monitoring, controlling registers, checking lesson plans and work schedules, mentoring teachers, conducting class visits, organising grades meetings with parents, drawing time tables and duty loads. HoDs use these roles as a scapegoat for their lack of work supervision. Subject advisors, who have been the sole hope, have recently become scarce.

Failure to perform accordingly is defiance. HoDs in the participating schools must rethink their roles because their behavior is contrary to the aims and objectives of both the South African constitution and South African schools' Act (section 2.5).

The overall impression of teachers' experiences (section 1.4) was highly unimpressive. They seemed to be surrounded by emerging issues of failure which are based on socio-cultural environment (section 1.3) within and outside schools. Training was under time pressure as it was only two days long (section 1.1). It never emphasized the importance of the principles of National Curriculum Statement (NCS) (sections 2.6 & 2.7). Data revealed that although participants were challenged by the quality of training (sections 2.2.1& 2.4), some were also resistant to change. English, as an educational language also appeared to be the main obstacle (section 2.8) to learning and teaching in schools.

Teachers are expected to adapt to heavy work load (sections 1.1& 2.3.1) and administrative work (sections 1.7.8 & 2.4). This is exasperated by overcrowded classrooms. The lack of monitoring and support (section 4.7.3) by HoDs, as teachers reported, constrains the challenge of further training for the implementation of the new curriculum.

Schools had no staff development programmes for teachers to be professionally empowered based on curriculum implementation in order to bridge the training gap that teachers experienced. This situation preserves the policy-practice gap (sections 1.1, 1.3& 2.2). The absence of modern resources such as libraries (section 2.2), computers and laboratories prevent quality teaching and learning. The above also indicates some of the financial implications that rural schools experience.

4.8 SUMMARY

This chapter presented a discussion of the findings derived from the data generated during focus group interviews, namely, teachers and HoDs. The context of schools was highlighted by looking at the infrastructure and the socio-economic (section 2.2) situation of the community surrounding the schools. The researcher identified research participants comprised of mixed gender and age. This was done by reflecting on age and gender variations amongst the participants. The findings that were presented in this chapter were organized according to the research questions. Categories were

developed from raw data and certain themes were captured. The interview data responses emerging from both participants were analyzed.

The findings reflected that teachers have varying understandings and experiences pertaining to curriculum implementation. Thereafter, a discussion of findings followed, reflecting participants' experiences of CAPS in Grade 10.

The researcher interpreted the results. In order to do that, an overview of the study with reference to the literature review, research questions and theoretical framework was provided (sections 1.3, 1.4 & 2.9). The main research question was addressed by presenting the themes with categories that were explored through the research questions. The latter helped to identify major challenges, determine CAPS user-friendliness and to unpack the systems in place in order to impact change. The sub-questions were investigated and answered by means of interviews and literature study. An exploration of participants' views was done based on the above sub-questions. Chapter five provides summary, conclusions and recommendations drawn from the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter Four provided an analysis and interpretation gathered during group interview with fifteen participants. This study aimed at achieving the overarching aim of the study: To determine teachers' perceptions, and identify and clarify possible barriers relating to the implementation of Curriculum and Assessment Policy Statements (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban (section 1.5.1).

This was done by ensuring that teachers' experiences on CAPS implementation are presented and acknowledged. Themes (section 4.4) that emerged from the interviews were identified and discussed. This study focused on the barriers to implementation, CAPS implementation experiences and curriculum change. Chapter 5 presents summary, conclusions and recommendations of the study.

5.2 SUMMARY

In determining teachers' experiences with the implementation of CAPS in selected schools in Ndwedwe, this section presents and addresses the findings from the literature study and empirical investigation.

5.2.1 Findings from literature study

The following findings are drawn from the review of related literature:

5.2.1.1 CAPS as a curriculum policy

The training of teachers in NCS in 2003, implementation of RNCS for GET in 2005 and implementation of NCS for FET in 2006 (section 2.2.1, table 2.1) marked a huge turning point in the South African curriculum. The reason for transforming the curriculum policy, that is NCS, is outlined in this study (section 2.2). The aim behind the introduction of CAPS was to streamline and

clarify the NCS. The existence of a policy-practice gap (as stated in section 2.2) created an impediment with the CAPS implementation. Such a gap is likely to eventually narrow teachers' experiences of implementing CAPS. *DoE* (2011b:13), (section 2.2.1) raises a concern about the possibility of NCS to downplay subject content, and sees CAPS as being able to restore a culture of learning and teaching in South African schools. *DoE* (2011c:13) places focus on Triple T: Teachers, Textbooks and Time, as a key to the organization of knowledge within the curriculum and to achieving the best of CAPS.

5.2.1.2 The changes in CAPS

In making it more user-friendly and to strengthen content specification, CAPS provides details on the content of teaching, the reason for teaching, the method of teaching and how to assess it as stipulated in *DoE* (2011a:06), (section 2.3.1). The curriculum change in literature emphasizes the introduction of workbooks with less focus on learner profiles (section 2.3.1). Prior to the above the Ministerial Committee (*DoE*, 2009:62-67) had recommended that teacher workload and administrative burden are to be reduced (section 2.4). One needs to be reminded that the above recommendations cannot be easily put in place as section 2.2 shows that CAPS is not a panacea to implementation challenges, *DoE* (2011c:08). This is strengthened by *Rice* (2010:17) (section 2.4) when he states that an improved, user-friendly curriculum, however, will not solve all our quality problems.

5.2.1.3 Classroom implications of NCS principles with regard to CAPS

Booyse & Du Plessis (2014:63) suggest that the NCS principles are the basis of the design features of the NCS documents. This suggests that they must also be the basis of interpreting and implementing the curriculum. CAPS teachers need to allow learners to socially construct meanings in the classroom through interaction. This implies the shift from the belief that knowledge is stable and God-given. In section 2.9 it is stated by *Donald* (2008:86) that knowledge is shaped, constructed and reconstructed in different social contexts. Implementation of the principles of CAPS provides room for multiple realities and allows learners to contextualize and problematize any situation.

CAPS leads one to believe that life has no worth without critical thinking (section 2.6.1.2). Literature suggests that the curriculum must be designed to have students “construct, unconstruct and reconstruct” social reality, as it is also emphasized by *Donald* (2008:86), (section 2.8).

Section 2.6.1.1 emphasizes that planned learning programmes should provide opportunities for learners to analyze, research and to understand the role that they play in shaping the kind of society one wants to create.

According to *Booyse & Du Plessis* (2014:55) it is confirmed that there is a huge relationship between IQMS and CAPS. This is noticed in section 1.1 where it is argued that the first four performance standards in the IQMS instrument directly addresses the way CAPS should be implemented, and the other remaining standards indicate how the implementation of CAPS should be managed. Teachers also need to consider what the implications of the IQMS are in relation to CAPS and other policies in their planning. Therefore the literature clearly reflects that effective curriculum implementation is impossible if the curriculum (policy) is poorly managed.

5.2.1.4 From NCS to CAPS

Pinnock (2011:36) argues that CAPS is not a new curriculum, but an amendment of NCS and is of the view that amendment and repackaging the curriculum makes it more accessible to teachers and gives details of the content teachers ought to teach. The amendments were made to address four main concerns about NCS as identified by a task team and reported to the Minister of Education in October 2009 as reflected by *DoE* (2009:05) and *Hoadley & Jansen* (2012:188), (section 1.1). These concerns are about NCS implementation; teachers who are overburdened by administrative duties (section 2.4); underperformance of learners (section 1.1) and the teacher load (section 2.4).

In order to deal with the above concerns about NCS implementation, *Booyse & Du Plessis* (2014:96-100) make the following recommendations:

- mechanisms to monitor implementation plan
- developing one CAPS document for every learning area
- reducing teachers' work load
- simplifying and streamlining assessment requirements and the training of teachers to support curriculum implementation.

The last finding established from the literature study concerns the most frequent challenges that impede the effective implementation of CAPS.

5.2.1.5 Challenges faced by teachers in implementing CAPS

The first objective of this study is to identify the possible hurdles with the implementation of CAPS. Challenges identified by the participants in this study are almost the same. Most of the challenges experienced in NCS, i.e. poor teacher training (section 4.1), lack of monitoring and support, high teacher work load due to burdensome administration, language issue (section 2.8), infrastructure (section 2.2) and learner numbers also feature in CAPS. This clearly showed a failure on the part of the DBE to strategize as all the new type of curricula experience the same challenges, which keep on duplicating. It is hoped that recommendations to be encountered at the final stages of this study will help to come up with strategies to deal with barriers towards effective implementation of CAPS.

Having illuminated the important findings that emanated from the review of related literature, the section below focuses on the important conclusions drawn from the data collected in this study.

5.2.2 Summary of the empirical findings

The following findings are drawn from the data collected by means of focus group interviews.

The fourth chapter dealt with data analysis and interpretation. A discussion of the findings derived from the data generated during interviews was presented. Focus group interviews were conducted with two different stakeholders, namely, teachers and HoDs (section 4.3), from each of the five sampled schools. The schools in which the research was conducted are briefly described. Section 4.4 presented the themes with categories that were explored through the research questions.

The research findings are discussed and interpreted under each theme and presented in categories that correspond with the relevant theme. Section 4.5 presented, analyzed and interpreted the collected data based on barriers to implementation, CAPS implementation experiences and curriculum change. A discussion of the findings derived from the data generated during interviews was presented (section 4.6). Section 4.7 focused on the meaning of the data and aimed at making sense of collected, analyzed and presented data. This was done by providing an overview of the study with special reference to the literature review, research questions and theoretical framework.

The first theme focused on the barriers to the implementation of CAPS (section 4.5.1). The following aspects appeared as common and major problems: lack of resources, lack of time, inadequate training of teachers, teacher workload, increased administrative tasks, lack of professional development. The research confirmed that participants received minimal training. The issue of language was also a concern by most of the language teachers (section 2.8).

The second theme that was discussed addressed the teachers' experiences of CAPS implementation (section 4.5.2). There was a great deal of variation in terms of CAPS user-friendliness by teachers. However, the findings indicated that very few teachers conceived CAPS as not user-friendly at all (section 4.6 & 4.7.2). Most of them rated CAPS as user-friendly in some ways, user-friendly and very user-friendly. Teachers were not satisfied by CAPS professional development received from their HoDs as they preferred to be trained by subject advisors as opposed to HoDs (section 5.2). Participants indicated that monitoring of teachers' work (section 4.7.2) was also not up to the required standards and this indicates the absence of systems in place for control of work (section 4.5.3.2.).

The third theme focused on the issues related to curriculum change (section 4.5.3). Teachers had mixed feelings about curriculum change. This emanated from the lack of support they may have received from their HoDs and the school as a whole. HoDs believed that extra administration that comes with curriculum change increased their workloads resulting in the implementation being impeded. Financial implications also featured in the curriculum change since most of the CAPS books are very expensive and schools are finding it difficult to buy sufficient books for all learners. The research reflected that the absence of support structures is also contributory to the factors that impede curriculum implementation.

The following section presents the research conclusions.

5.3 CONCLUSIONS

This section presents the key research conclusions with special reference to the main research question and the three sub-questions.

The main research question that guided this inquiry is: What are teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at

Ndwedwe in Durban? (sections 1.4, 1.5.1, 1.10, 3.4, 3.4.2 & 3.7). In order to answer the main research question, the following sub questions were investigated and answered through the empirical study.

- What are the obstacles regarding the implementation of CAPS?
- How user-friendly have teachers found CAPS?
- How do teachers respond to change?

The next section restates the sub-questions and the main research questions. The answers to the research questions are presented as the research conclusions.

5.3.1 What are some barriers to the implementation of CAPS?

The study confirmed that participants experienced challenges that are related to resource shortages, teacher training, resistance to change, class size, lack of time, professional development, unreasonable workload for HoDs, administrative support, monitoring and language as a barrier (on the part of the learners), (section 4.5.1.2). The study argued that without proper infrastructure, schools can neither hope nor manage to successfully implement CAPS. The limited training received never prepared teachers to deal with unforeseen challenges that impede CAPS implementation. The HoDs lack of planning, organizing, controlling and leading poses a major challenge to curriculum delivery by teachers.

5.3.2 How user-friendly have teachers found the CAPS?

The findings revealed CAPS as being very far from very user-friendly. Increased administrative duties and inadequate training are depicted as highly contributory to problems preventing the effective implementation of CAPS. The positive aspect of the research findings reflected that teachers do manage to finish the syllabus, but the methodology they use poses some problems as it is neither up to standard nor CAPS-orientated. An assertion that CAPS is user friendly to both teachers and learners (section 2.7) is totally not in line with the findings.

5.3.3 How do teachers respond to change?

Initially both teachers and HoDs had promising perceptions about CAPS. However, the research findings indicate that the participants failed to take ownership of the curriculum changes. Reasons for failure range from financial implications to resource challenges. The country experienced a

number of curriculum forms (section 2.2.1) that were welcome by failure. Those participants that are willing to accept change cannot not do so since the support structures and systems in place are malfunctioning (section 4.5.3.2). Overall, the study indicated that the participants felt negative towards CAPS as they were dissatisfied with the quality of training they received.

5.3.4 Final research conclusion

The all-encompassing research conclusion emanates from the main research question. The latter is addressed in the paragraphs below and reads thus:

What are teachers' experiences of implementing the Curriculum and Assessment Policy Statement in Grade 10 in selected schools at Ndwedwe in Durban?

Hoadley & Jansen (2012:12) reflects that due to negative public perceptions about the previous curricula, the recommendations were undertaken to streamline and clarify the curriculum policy, thus resulting in CAPS being developed. One is tempted to think that DBE already knew that teachers will experience implementation problems with CAPS. This is because the *DoE* (2011d:08) acknowledges that CAPS is 'not a panacea' to implementation challenges. It seems as though the DBE already had a hunch about the impediments of the implementation of the present study, i.e. inadequate training, heavy administrative load, lack of professional development and lack of proper support and monitoring.

The human body works like a system, meaning that it shows some form of coordination or a link. The same should apply to the way teachers, HoDs, the school, parents and the DBE interact. A link in the above entities will help schools deal with obstacles relating to the monitoring and support, training and procurement of requisite resources which are critical elements for the effective implementation of new curriculum. The overall findings of the study reflected more negative experiences than positive ones. This shows that teachers' experiences with CAPS are far from being very user-friendly.

5.4 RECOMMENDATION OF THE STUDY

It was stated in the earlier stages that South Africa has experienced many curricula (section 2.2.1). Most of them have failed except the one (CAPS) which has recently been implemented across all grades (section 2.3.1). The research findings show that the implementers (teachers and heads of departments) of CAPS are still adamant about CAPS requirements and its implementation. Based on the findings from literature and interviews, teachers still require immediate assistance with CAPS related matters. Drawing of recommendations is based entirely on the identified themes, namely: barriers to implementation, CAPS implementation experiences and curriculum change. The following are recommendations to help both teachers and head of departments to effectively implement CAPS:

5.4.1 Recommendations to the Department of Basic Education (DBE)

- (1) Training of teachers for any newly introduced curriculum should be for a period of three days as opposed to the two day block training (section 1.1) that teachers received. The quality of training for teachers is a concern. This was made worse as the facilitators merely read the training manuals to teachers page by page instead of actively involving the teachers.
- (2) The HoD's administrative duties need to be revisited and revised as these impede on effective monitoring of teachers' and learners' work.
- (3) The DBE must ensure timeous delivery of resources and infrastructure to schools in order for learning and teaching to start early as soon as the schools open.
- (4) Most learners travel long distances to and from school and this impacts negatively on CAPS implementation. The DBE should therefore organize transport for learners to and from the school.
- (5) More constructive school visits by officials is recommended in order to guide and motivate teachers.

- (6) DBE should ensure that whenever new curriculum is introduced, subject advisors constitute 95% of the facilitating team as they are specialists in their subjects respectively.
- (7) Working conditions in remote areas are very demoralizing, therefore the DBE should consider teacher incentives in rural schools in order for the most qualified and skilled teachers to impart their knowledge and expertise in these areas.
- (8) The DBE has prepared lesson plans for most teachers in General Education and Training (GET). The same should apply to Further Education and Training (FET) phase subjects, e.g: grade 10. This will reduce administrative load on the teaching corps.
- (9) The DBE must reverse the phasing out of geometry in the training of teachers in tertiary institutions as this impacts negatively on their teaching of mathematics. Failure to do so will force the DBE to come up with a re-training programme of teachers in geometry.
- (10) The DBE should conduct quantitative and qualitative analyses of teachers' training needs in different contexts in order for teachers to regain confidence. This should be accompanied by awarding of bursaries for them to upgrade professionally, i.e. mathematics teachers.
- (11) The DBE should refrain from relegating its responsibility of policy advocacy and implementation to service providers as this shows no commitment to policy. This destroys teaching.
- (12) The number of assessment tasks in languages must be reduced as this prevents teachers from finishing the syllabus in time.
- (13) Review of the increased administrative roles, high workloads and stressful regular assessments, re-evaluation of systems in place and re-assessment of the nature and relevance of policies within schools, should be in the pipeline for the DBE. Overlooking the above issues will lead to the repetition of implementation problems.

- (14) The DBE must rethink the changes made in grade 10 Life Sciences content as there are a number of yearly omissions and additions in the syllabus which create instability on the part of the teachers.
- (15) Teacher development programmes that transform teachers, equip them with skills and enable them to make required changes to teaching, will serve as a platform upon which to reflect their practices.

5.4.2 Recommendations to the HoDs

- (1) HoDs should expose teachers to a range of professional development programmes to strengthen the knowledge obtained from workshops, Integrated Quality Management Systems(IQMS) and Continuing Professional Teacher Development (CPTD).
- (2) HoDs should encourage teachers to reflect on and assess their own teaching and learning. They also need to encourage teachers to explore and test new ideas, methods and materials. This can enable them to practice new approaches and methodologies.
- (3) The HoDs need to reconsider their management style and design the proper monitoring tool for both teachers' and learners' work. This will ensure effective implementation of CAPS and professionalism with regard to work control.
- (4) HoDs should monitor teachers closely to ensure timeous syllabus coverage so as to allow learners to prepare themselves in advance and collect maximum points in exams.

5.4.3 Recommendations to the schools

- (1) Schools should have some systems in place such as debating that will deal with the language problem in schools. English is regarded as the language of education, therefore it needs serious attention.
- (2) The schools need to invite motivational speakers to encourage teachers and learners, thus allowing teachers to engage in new opportunities to build on curriculum practice.

- (3) Schools should promote team teaching, team building and networking for effective implementation of CAPS as this ensures that teachers take ownership of the changes that are implemented as integral parts of the change process.
- (4) Schools should initiate strategies for parental involvement and other stakeholders in order to improve curriculum implementation.

5.5 CONCLUDING REMARKS

The DBE appears to have the burdensome task of monitoring the procurement of basic resources in deprived schools. The following concludes on the empirical findings based on research objectives (section 1.5.2). The interview data confirmed that teachers are willing to implement CAPS, but there are impediments relating to the resources, management of CAPS implementation and the strategies to overcome barriers.

HoDs in most schools have been labeled “as ineffective” with regard to the management of CAPS implementation. Nevertheless, this was concluded without considering the conditions in which they operate. This study reflected that teachers are not the cause of the problem. The current education system is at fault as it never confirmed the readiness of teachers before declaring the implementation dates for CAPS. The issue of HoDs is exceptional since most of them confirmed that they received first class training (section 4.5.2.3). These statements surprised the researcher as they (HoDs) were depicted as not doing any monitoring and control of neither teachers’ nor learners’ work. HoDs need to start seeing themselves as managers of the curriculum in terms of planning, organizing, leading and controlling.

Despite the fact that CAPS implementation takes place in an environment that does not guarantee its success, there is an overwhelming sense of willingness among some teachers to embrace CAPS and to go the “extra mile” to ensure its successful implementation. Most reasons for a poor implementation process may be due to policy playing a symbolic role (section 1.1), meaning that the policy paints a picture of an ideal situation that policy makers are working towards.

The findings of the study remain significant to different entities namely; school managers, teachers, parents and other researchers (section 1.2). The findings of the study are believed to help school managers design strategies to determine solutions for the implementation of CAPS, teachers to reflect on their experiences with CAPS implementation, parents to become confident in assisting learners at home to cope with CAPS topics and other researchers to add to the growing body of information in the field of educational research.

REFERENCES

- Anderson, M.L and Taylor, H.F. 2009. **Sociology: The essentials**. Belmont, CA: Thomson Wadsworth.
- Beets, P. 2005. **Continuity and progression: the Achilles' heel of the National Curriculum Statement?** **South African Journal of Education**, 25(3) 190-197.
- Bitzer, E and Botha, N. 2011. **Curriculum inquiry in South African higher education: Some scholarly affirmations and challenges**. South Africa: Sun Press.
- Bloomberg, L.D. 2012. **Completing your qualitative research dissertation: A road map from beginning to end**. London: Sage Publications.
- Booyse, C. 2008. **The educator as learning programme developer**. South Africa: Van Schaik Publishers.
- Booyse, A. & Du Plessis, E. 2014. **Curriculum studies: Development, interpretation, plan and practice (2nd edition)**. South Africa: VanSchaik Publishers.
- Botha, R. 2004. **Excellence in leadership: demands on the professional school principal**. **South African Journal of Education**, 24(3):239-243.
- Bruner, J. 1973. **Beyond the information given**. Cambridge: Harvard University Press.
- Carl, A.E. 2002. **Teacher empowerment through curriculum development: Theory into practice**, 2nd edition. South Africa: Mills Litho.
- Carl, A. 2005. **The voice of the teacher in curriculum development: A voice in the wilderness?** **South African Journal of Education**, 25(4): 223-228.

Carl, A.E. 2010. **Teacher empowerment through curriculum development**: Theory into practice, 3rd edition. South Africa: Mills Litho.

Carrim, N. 2005. **Infusing human rights into the curriculum**: The case of the South African Revised National Curriculum Statement. **Perspectives in Education**, 23(2): 99-1.

Christie, P. 999. **OBE and unfolding trajectories**: Lessons to be learned, in **Changing curriculum**: studies based in education in South Africa, edited by P Christie & J Jansen. Kenwyn: Juta.

Christensen, J. (n.d). **Selecting a research method**. Available from:
<http://www.ablongman.com/johnsonchristensen2e> . (Accessed on 29/06/2014).

Coetzee, E. 2012. **The South African Schools Curriculum**: From NCS to CAPS.
Unisa : College of Education.

Cohen, L. & Manion, L. 2000. **Research methods in education 4th edition**. London: Routledge.

Concise Oxford Dictionary. 2011. **University Oxford Press**, 12th ed: South Africa.

Constitution of RSA. **South African Schools' Act** (1996).

Constitution of the Republic of South Africa (Act 108 of 1996)

Daily News. 2008. **Our schools of shame can be turned around**. October 28, p.1.

De Clercq, F. 1997. **Policy intervention and power shifts**: An evaluation of South Africa's restructuring policy. **Journal of education policy**, 12 (3): 127-146.

Department of Education. 2000. **A South African curriculum for twenty first century**: Report of the Review Committee on Curriculum 2005. Pretoria: Government Printer.

Department of Education. 2001. **Education White Paper 6. Special Needs Education:** Building an inclusive education and training system. Pretoria: Government Printer.

Department of Education. 2002. **Revised National Curriculum Statement.** Government Gazette, Notice No. 23406, Vol. 2.

Department of Basic Education. 2010. **Curriculum News:** Improving the quality of learning and teaching. Pretoria: DBE.

Department of Basic Education. 2011a. **Curriculum News:** Improving the quality of learning and teaching. Strengthening Curriculum implementation from 2010 and beyond.

Department of Basic Education. 2011b. **Macro-indicator trends in the schooling system.** Pretoria: DBE

Department of Basic Education. 2011c. **South African Country Report: Progress on the implementation of the Regional Education and Training Plan (integrating the Second Decade of Education in Africa and Protocol on Education and Training): SADC and COMEDAF V.** Pretoria: Government Printers.

Department of Basic Education. 2011d. **The National Curriculum Statement for Grades R–12.** Pretoria: DBE.

Department of Basic Education. 2012. **The National Curriculum Statement for Grades R–12.** Pretoria: DBE.

Department of Basic Education. 2013. **The Curriculum and Assessment Policy Statement (CAPS) for the Intermediate Phase (grades 4 to 6) and Grade 11.** Pretoria: DBE.

Department of Education. 1997. **Curriculum 2005 Lifelong Learning for the 21st century.** Pretoria: DBE

Department of Education. 2004. **HRM Circular No. 104 of 2004.**

Department of Education and Training. 1995. **White Paper on education and Training.** Pretoria: Government Printer.

Department of Education. 2009. **Report of the task team for the review of the implementation of the National Curriculum Statement: Final Report.** Pretoria: DBE.

De Vos, A.S, et al., 1998. **Research at grass roots.** A primer for the caring professions. Pretoria: Van Schaik Academic.

De Vos, A.S, et al., 2002. **Research at grass roots for the social sciences and the human Service professions.** Pretoria: Van Schaik Academic.

De Vos, A.S, et al., 2005. **Research at grass roots for the social sciences and the human Service professions, 3rd edition.** Pretoria: Van Schaik Academic.

Donald, D. 2008. **Educational Psychology in social context, 3rd edition.** South Africa: Oxford University Press.

Du Preez, P. 2014. **Curriculum Studies.** Visions and Imaginings. South Africa: Pearson.

Educators' Voice. 2005. **Assessment Guidelines for FET.** pp.7-10.

Elliot, P. 2007. '**Communication in the classroom**' in Brooks, V. And Abbot, I. And Bills, L. **Preparing to Teach in Secondary schools.** Berkshire: McGraw Hill.

Gill, P. 2008. **Methods of data collection in qualitative research: interviews and focus:**
Retrieved from: <http://www.nature.com/bdj/journal/v204/n6/full/bdj.2008.192.html>. *British Dental Journal*, 204(1), 291 – 295. (Accessed on 08 March, 2014).

Graham-Jolly, M. 2002. **The Nature of Curriculum**. Cape Town: Oxford University Press.

Graham-Jolly, M. 2009. **The Nature of the Curriculum**. Reader. In U.K. Hoadley & J.D. Jansen (eds). Curriculum: Organizing knowledge for the classroom. Cape Town: Oxford University Press. 247-252.

Gray, D.E. 2011. **Doing research in the real world, 2nd edition**. London: Sage Publications Ltd.

Green, W. 2007. **Education, policy and professionalism**. School of education. University of KwaZulu-Natal.

Gultig, J., Hoadley, U & Jansen J. 2002a. **Curriculum: From plans to practices. Reader**. Cape Town: Oxford University press.

Harley, K. 2000. **“The real and the ideal”**: teacher roles and competences in South African policy and practice. International Journal of Educational Development 20 (2000) pp. 287-304.

Hoadley, U & Jansen J. 2002b. **Curriculum: From plans to practices> Learning Guide**. Cape Town: Oxford University Press.

Hoadley, U. & Jansen, J. 2009. Curriculum: **Organizing knowledge for the classroom, 2nd ed.** Cape Town: Oxford University Press.

Hoadley, U. & Jansen, J. 2012. Curriculum: **Organizing knowledge for the classroom, 3rd ed.** Cape Town: Oxford University Press.

Hofstee, E. 2006. **Constructing a good dissertation**: A practical guide to finishing a Masters, MBA and Phd on schedule. South Africa: Interpark books (Pty) Ltd.

Hopkins, D. et al., 1994. **School Improvement in Era of Change**. London: Sage Publication.

Humphreys, D. et al., 1998. **Diversity and the College Curriculum:** How Colleges and Universities are preparing students for a changing world: Washington DC.

Jansen, J.D. 1997. 'Essential alterations?' A critical analysis of the states syllabus revision process, *Perspectives in Education*, 17(2), pp. 1-11.

Jansen, J and Christie, P. (eds): 1999. **Changing Curriculum: Studies on Outcomes-Based Education in South Africa.** Kenwyn: Juta.

Jansen, J.D. 2000. **Rethinking education policy:** Symbols of change, signals conflict. *Journal of Education and Training*, 21(2): 86-105.

Jansen, J. 2009a. **Pressure telling on teachers:** Not enough preparation time. *Daily News*, 21 May, p.5.

Jansen, J. 2009b. **Our failing schools:** Teachers drowning in paperwork, kids fail. *Daily News*, 22 May, p.6.

Lemmer, E. 2000. **Contemporary education.** Global issues and trends. South Africa. Heinemann (Pty) Ltd.

Luneta, K. 2011. **Initial teacher education in Southern Africa.** Mentorship and teaching practicum supervision. U.S.A: Lambert academic publishing.

Mata, L. 2012. **Key factors of curriculum innovation in language teacher education.** *World Academy of Science, Engineering and Technology*. 66: (512-520). Available at: <http://www.waset.org/journals/waset/v66/v66-95.pdf> (Accessed on 13 January 2013).

Maree, K. 2010. **First steps in research.** Pretoria: Van Schaik Publishers.

Mda, T. & Mothaba, S. 2000. **Critical Issues In South African Education After 1994.** South Africa: Juta & Company.

Mercury (Newspaper clipping). 2010. **Radical school changes welcomed.** Retrieved from: www.up2speed.co.za/data/NC_176.asp. (Accessed on 03 February 2014).

Merriam, S.B. 2009. **Qualitative research: A guide to design and implementation.** San Francisco: Jossey: Bass.

Moalosi, R. & Molwane, O.B. 2010. **Challenges facing teachers in teaching of design and technology in Botswana Primary schools: Design and Technology Education.** An international Journal, 13(3).

Msila, V.T. 2007. **From Apartheid Education to the Revised National Curriculum Statement: Pedagogy for identity formation and nation building in South Africa.** University of South Africa, South Africa. Nordic Journal of African Studies, 16(2): 146–160.

Mouton, J. 2001. **How to succeed in your master's and doctoral studies.** Pretoria: Van Schaik.

National Curriculum Statement Grades (GENERAL) 10-12. An Overview. National Curriculum Statement Grades R-9: 2003.

Ornstein, C. 2006. **Foundations of education.** Ninth edition. New York: Houghton Mifflin Company.

Pinnock, A.J.E. 2011. **A practical guide to implementing CAPS: A toolkit for teachers, schools managers and education officials to use to assist in managing the implementation of a new curriculum.** Alexandra: NAPTOSA.

Prigogine, I. and Stengers, E. 1984. **Order out of Chaos.** New York: Bantam Books.

Pretorius, F. 1998. **Outcomes-Based Education.** Randburg: Hodder & Stoughton.

Rammapudi, T. S. 2010. **Botswana national museum as an educational resource in public school classrooms**. Dissertation PhD-. Pretoria: University of South Africa.

Ramparsad, R. 2001. **A strategy for teacher development in curriculum development**. South African Journal of Education, 21(4): 287-291).

Ramparsad, R. 2012. **A strategy for teacher development in curriculum development**. South Africa: Juta.

Ramphal, A. & Ramphal, R. 1998. **Including learners with barriers to learning and development**. In K Kruger & H. Adams (eds), Psychology for teaching and learning: What teachers need to know? (pp. 246-260), Sandton: Heinemann.

Republic of South Africa. 2000. **Norms and Standards for Educators**. (No. 20844, 4 February).

Sarantakos, S. 2013. **Social research**, 4th edition. London. Palgrave Macmillan: London.

Rice, M. 2010. **Is this a new curriculum I see before me?** Available from: <http://www.ieducation.co.za/is-this-a-new-curriculum-i-see-before-me/>. (Accessed on 22 October, 2014).

SABT 2 Television. 13 February 2013: **State of the Nation Address**. South Africa.

Seale, C. 2012. **Researching society and culture**, 3rd edition. Great Britain. Sage publication.

Serrao, A et al., 2008. **Fall in Matric Pass Rate Flayed**: Alarm that 200 000 Failed to Make a Grade. *Pretoria News*, 30 December: 1.

Schubert, W.A. 1986. **Curriculum: Perspective, Paradigm and possibility**. New York: Macmillan.

Schwab, J.J. 1969. **College curriculum and student protest**. Chicago: University of Chicago Press.

Shalem, Y. and Pendlebury, S. 2010. **Retrieving teaching: Critical issues in curriculum, pedagogy and learning**. South Africa: Juta.

Shuter & Shooter Publishers. 2005. **Understanding OBE and the new Curriculum**.

Silverman, D. 2013. **Doing qualitative research**. London: Sage Publications Ltd.

Silverman, D. 2011. **Interpreting qualitative data**. London : Sage Publications Ltd.

Statement by the Minister of Basic Education, Mrs Angie Motshekga, MP on the **Progress of the Review of the National Curriculum Statement**, Tuesday 06 July 2010. Available on: www.education.gov.za/LinkClick.aspx?fileticket=7hWWPlhfufQ=& (Accessed on 14 June, 2013).

Steyn, P and Wilkinson, A. 1998. **Understanding the theoretical assumptions of outcomes-based education as a condition to meaningful implementation**. *South African journal of education*, 18(4), 203-207.

Sobrepena, Y.T. 2011. **The research instruments** [PowerPoint slides] Retrieved from <http://www.slideshare.net/argellee/the-research-instruments>, University of Philippines. (Accessed on 17 February, 2014).

Toulmin, S. 1982. **The return to cosmology**. Berkeley: University of California Press.

Vermeulen, L. 1997. **Curriculum 2005: Outcomes-Based Education and the Curriculum: A Guide to the Teacher, Students and Parents**. Vanderbijlpark.

Vermeulen, L.M. 1998. **Didactics and Curriculum 2005**. A Guide for Students and Teachers. South Africa: University of Potchefstroom.

Walton, E. Nel, N. & Hugo, A. 2009. **The extent and practice of inclusion in independent schools in South Africa.** South African Journal of Education, 29(1):105-126.

Waters, B. 1986. **Ministry and the University in a post-modern world.** Religion and Intellectual Life 4(1): 113-12.

Western Cape Education Department (WCED) Circular 49 of 2010. **Plans for the implementation of the National Curriculum and Assessment Policy Statements (CAPS) Grades R-12 during the period 2012-2014.**

Wilmot, D. 2005. **The development phase of a case study of outcomes-based education assessment policy in the Human and Social Sciences learning area of C2005.** South African Journal of Education, 25(2): 69-76.

Woods, P. 2006. **Successful Writing for Qualitative Researchers, 2nd edition.** USA: Routledge Falmer.

CLEARANCE CERTIFICATE

PART 2: APPLICATION FOR ETHICS REVIEW AND CLEARANCE

[To be submitted to the CEDU REC Lrouxcs@unisa.ac.za;]

A TYPE OF RESEARCH AND RESEARCHER'S DETAILS

A1 APPLICATION STATUS

New submission	Revised submission	Date of previous submission[s]
No	23/11/2013	29 October 2013

A2 TYPE OF APPLICATION (more than one option might apply)

Masters' student	Doctoral student	Staff member	Class approval	Use of secondary data from class approval	Unisa data, students, staff
Yes	n/a	n/a	n/a	n/a	n/a

A3 FULL NAME OF RESEARCHER SUBMITTING THE APPLICATION

Mvikeleni Goodwill Mbatha

A4 STUDENT or STAFF NUMBER

STUDENTS: attach the letter of registration confirmation from Unisa

Student- 34597158----proof attached as appendix A

A5 ADDRESS

37 Parkington Grove,
Greenwood Park, 4051

A6 CONTACT DETAILS

Telephone	031 564 5849
Cell phone	082 358 2023
Email address	mbatha.mvikeleni@gmail.com

A7 ACADEMIC AND PROFESSIONAL QUALIFICATIONS

Academic	Std 10, B.A, ADVANCED PROGRAMME IN SOURCING AND SUPPLY CHAIN MANAGEMENT.
Professional	HDE, BED (HONOURS), FDE: EDUCATION MANAGEMENT, FDE: TECHNOLOGY EDUC AND ACE: MATHEMATICAL LITERACY.

B DETAILS OF PROPOSED RESEARCH**B1 TITLE OF DISSERTATION/THESIS/PROJECT/MODULE FOR CLASS APPROVAL
TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM AND
ASSESSMENT POLICY STATEMENT IN GRADE 10 IN SELECTED SCHOOLS AT
NDWEDWE IN DURBAN****B2 PROGRAMME DETAILS**

Degree/project/module	MED- (CURRICULUM STUDIES)
Area of specialization (if applicable)	CURRICULUM STUDIES
Programme code	DIS 9170

B3 NAME OF SUPERVISOR/ PROMOTOR/STAFF MEMBER AND CONTACT DETAILS

Title, initials, surname	DR TI MOGASHOA CURRICULUM AND INSTRUCTIONAL STUDIES 012 429 4775 Mogasti@unisa.ac.za
Department	
Telephone	
Email	

B4 NAME OF CO-SUPERVISOR/CO-PRESENTERS OF MODULE (if applicable)

Title, initials, surname	N/A
Department	
Institution	
Telephone	
Email	

B5 ORGANISATIONS OR INSTITUTIONS INVOLVED IN THE STUDY (IF APPLICABLE)

Name	They cannot be revealed since the ethical considerations state that "participants were assured that neither personal identity nor identity of the school would be released to the public.
Address	
Contact details	

B6 SPONSORS OR FUNDERS (IF APPLICABLE)

Name	N/A
Address	
Contact details	

B7 OTHER PERTINENT INFORMATION SUCH AS CONFLICT OF INTERESTS AND HOW THIS WILL BE DEALT WITH

N/A

C PROPOSAL/PROJECT SUMMARY

C1 LIST OF KEY TERMS, ACRONYMS AND ABBREVIATIONS

Provide the acronym/abbreviation and write it out

CPTD	Continued Professional Teacher Development
CAPS	Curriculum and Assessment Policy Statement
C2005	Curriculum 2005
DBE	Department of Basic Education
DoE	Department of Education
IQMS	Integrated Quality Management systems
NCS	National Curriculum Statement
OBE	Outcomes-Based Education
RNCS	Revised National Curriculum Statement

C2 PROPOSAL ABSTRACT

Research proposal abstract

Background and introduction

Post-apartheid South Africa is undergoing educational reform. *Hoadley & Jansen (2009:10)* points out that: “*In 2000, the Education Ministry announced a review of Curriculum 2005. The review team’s first report was interpreted as suggesting a move away from a radically integrated, real-world bases curriculum towards one in which the subject content was re-emphasized. Curriculum Statements, informed by the review committee’s recommendations, were then written. The National Curriculum Statement became the official curriculum in 2006*”.

The amended NCS has the implementation dates as follows:

2012- in grades R-3 and grade 10;

2013- In grades 4-6 and grade 11; and

2014- In grades 7-9 and grade 12 (*Department of Basic Education (DBE), 2011:05*).

In CAPS the learning areas are known as subjects; assessment standards as topics and learning outcomes as specific aims. The curriculum is at the heart of education and training. If not so, the Minister of Basic Education would not have appointed a panel of experts to investigate the

nature of the challenges and problems experienced in the implementation of the NCS (*Department of Education, 2009:05*). Executing the President's Five Year Plan for education, is vital. If curriculum was not at the heart of education, there would not be any report on the review of the NCS in 2009. This called for a paradigm shift from a teacher- and content-driven curriculum to a learner-centred curriculum.

Booyse (2008:40) states that “the first four performance standards in the IQMS instrument (creation of a positive learning environment; knowledge of curriculum and learning; programmes, lesson planning, preparation and presentation; and assessment) directly address the way CAPS should be implemented. The other standards (administration of resources and records; personal; decision making and accountability; leadership; communication and serving the governing body; strategic planning; financial planning and education management and development) indicate how the CAPS implementation should be managed”.

The NCS envisions teachers who are qualified, competent and dedicated to fulfil the various roles outlined in the Norms and Standards for Teachers of 2000 (*Government Gazette No 20844*). *Hoadley (2009:237)* acknowledges that these roles see teachers as mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and learning area specialists. Curriculum implementation depends on the teachers who will implement it. How teachers make sense of the curriculum, what they oppose and what they regard as assisting them, makes a difference.

A need arose to develop Curriculum and Assessment Policy document for every learning area and subject that will be the definitive support for all teachers and help address the complexities of the NCS, (*Department of Education 2009:07*). There was considerable criticism of various aspects of its implementation, manifesting in teacher overload, confusion and stress and widespread learner underperformance (*DBE, 2009:05*). A new curriculum policy that will replace group work with individual work, and learning outcomes and assessment standards with topics (knowledge and skills) was implemented as from January 2012 in Grade 10, and is known as CAPS.

This is a single, comprehensive and concise policy document, which replaces NCS grades R-12

(DBE 2011). This curriculum came after the DBE had appointed the panel of experts to investigate the nature of current challenges and to streamline the NCS. The DBE informed the parents, teachers, and other stakeholders of the progress made on the review of the NCS as announced by the Minister of Basic Education, Angie Motshekga, on 06 July 2010.

This curriculum is aimed at replacing the NCS in order to improve the quality of teaching and learning. *Jansen (2002: 272-273)*, argues that policy developed in the first five years of democracy served the purpose of ‘political symbolism’. He contends that the shift helped to establish the ideological and political credentials of the new government. Teachers were not consulted in the curriculum planning, yet they were expected to implement such a curriculum. *Carl (2005: 223)* argues that a perception often held by the teachers is that the curriculum is developed “elsewhere” and “handed down to them from the top”. Teachers should play a leading role as developers in CAPS.

Carl (2010:137) is in the view that many curriculum initiatives have miscarried because curriculum developers underestimated the importance of implementation. It is dangerous to take the view that work has been done once the design and dissemination have been finalized. The real success is evaluated by the degree to which it is workable in practice. It is necessary for curriculum developers also to plan effectively for implementation phase. *Carl (2002:44)* emphasizes the idea of dissemination of information, implementation and assessment of curricula. In this case learners become the centre of learning since they are actively involved in the social construction of reality.

The adoption of the Constitution of RSA (Act 108 of 1996) provided a base for curriculum transformation as stated in the NCS Grades 10-12 (overview). The CAPS (Grades R-12), to be implemented during the 2012-2014, is the curriculum that underpins the various programmes followed in each Grade from Grade R-12 (*DBE, 2011:07*). *In November 2009 the Minister of Basic Education Angie Motshekga, stunned the educational community with her announcement that OBE was dead. A little more than a year since those words were uttered the new Curriculum and Assessment Policy Statement (CAPS) was gazetted, thus becoming educational policy, (DBE,2011:14).*

Purpose of the study

The main purpose of the study is to determine the teachers' perceptions, and identify and clarify possible barriers relating to the implementation of CAPS in grade 10 in selected schools at Ndwedwe in Durban.

The study further intends to :

- Identify possible barriers to the implementation of CAPS
- Establish whether teachers are appreciating CAPS
- Determine teachers' perceptions about changes in curriculum

Problem statement and anticipated outcomes

In the preceding discussion it appears that the difficulty of this investigation revolves around the implementation of CAPS in grade 10. The main research question is as follows: what are teachers' experiences regarding implementing of the Curriculum and Assessment Policy Statement (CAPS) in grade 10 in selected schools at Ndwedwe in Durban.

In order to address the main question the following sub-questions have been identified:

- What are the obstacles regarding the implementation of CAPS?
- How user-friendly have teachers found CAPS?
- How do teachers respond to change?

This problem is of current interest since most schools are still uncomfortable with the way CAPS has been implemented. This might be as a result of the geographical location of schools. Most schools at Ndwedwe suffer the brunt of being disadvantaged as they do not have water, good sanitation, laboratory, library and convenient classrooms. Teachers still lack practical experience and require solutions concerning appropriate ways of implementing CAPS in a more contextualized manner in order to produce knowledgeable learners. If the problem is left unattended learners will end up unmarketable since they will be lacking in skills.

The findings are hoped to be useful to the curriculum planners thus adding knowledge, practice and policy in curriculum. Presently the practitioners are still not confident about policy implementation. Success in the above will enable them to contribute to the solution of some real-world problems. The study will motivate teachers to appreciate any discourse on curriculum matters. We need to prepare teachers for their enhanced professional role as

curriculum decision-makers. Their further professional development in this regard needs to be addressed. Findings will help to design pre-service and in-service education programmes that will assist teachers in facing the challenges of the implementation of CAPS in grade 10.

Population and sampling

Grade ten teachers were targeted. Teachers' experiences of implementing CAPS were gauged against the background of the NCS. Schools were purposively selected. Sampling was purposive since the teachers targeted for interviews should meet certain criteria specified by the researcher. Such criteria involve teachers' experience with outgoing curriculum and their accessibility. These schools are not too far from each other, and are also in the same circuit (Ndwedwe). All teachers in these schools stay in the cottages and that increases their availability for interview purposes. Teachers were interviewed separately on individual basis.

Complete coverage of the entire population is seldom possible. The sampled schools have the learner enrolment of 400. Only five schools were part of the sample. Fifteen participants were central to the research. This means that the sample consisted of two Grade ten teachers and one FET phase head of department from each of these five schools respectively. Selection criterion consisted of one language educator, one content educator and one head of department per school. The latter came from diverse streams. Languages and content subjects also varied.

Data collection

The proposed research is a case study, set in a qualitative mode of inquiry. The main data collection method was by means of interviews. Supplementary methods of data collection such as tape recorders and diary notes were used. Interviewing provided a room for face-face interaction thus enabling the clarification of concepts that were confusing to the participants. Tape recorder, as *De Vos* (2011:359) suggests, allows a much fuller record than notes taken during interviews. There were two interview sessions for each participant. The first interview took no more than two hours of their time. The second interview took no more than 45 minutes. This took place preferably at the cottage after school hours, sometimes on Saturdays, depending on their convenient time. What was said and heard was tape-recorded and transcribed.

Validity and reliability

The threat to the reliability of data might be the researcher's failure to take notes while interviewing is on. *De Vos* (2005:166) defines validity as referring to the degree to which an instrument is doing what it is intended to do.

Validity was maintained by choosing the sample that is accessible, with the hope of saving time and costs during the interview process. Sources and content used should be valid (accurate, consistent) to yield precise recording and analyzing of data. In the case of socially desirable responses, *Welman* (2007:143) points out that subjects deliberately provide the responses that they believe to be socially acceptable. Participants should not resist along the way because this may in turn adversely affect the results obtained. Reliability is concerned not with what is being measured, but with how well is it being measured. Soundness and reliability of qualitative research depend on how credible, applicable and reasonable the findings are.

Analysis of data

Data analysis and interpretation was completed after data collection. Data collected was stored and retrieved for analysis. The researcher transcribed and analyzed the interviews while they were still fresh. They were sorted and grouped by research question, thereafter refined into a coherent new structure. The researcher developed a list of categories and patterns. The recorded words were transcribed into a text. Code switching was used during data collection, therefore certain data was translated from one language to another with the aim of meaning making. Topics that relate to each other were grouped in order to reduce categories. There was a high consideration of ethical issues that might arise in transcribing and translating others' words. This depends on how one demonstrates respect in transposing spoken words into text. Lastly, total transcript was reviewed to ascertain validity of findings.

Ethical consideration

A letter requesting permission to conduct investigation was forwarded to the five schools that were part of investigation. This letter informed the teachers of their right of privacy/anonymity, protection from reprisal. Participants were assured that no recording means would be concealed from them. *De Vos* (2005:65) recommends that subjects who are tape recorded should give their consent, and confidentiality must be ensured. The participants had access to any of the recorded information. Participants were informed that participation is voluntary and that they had the right to withdraw from the study. Informing them about the value of the research is vital. The researcher had to ensure that participants were not treated as objects but rather as individual human beings.

D PROPOSAL RELATED INFORMATION AND DOCUMENTS

Attach all documents relevant to the application. Refer to these documents as Appendix A, Appendix B etc in the space provided below the item on the application form.

D1 RESEARCH PARTICIPANT INFORMATION

Which categories/groups of individuals will be participating in the research? Principals, SMT's teachers, learners, parents etc. This section should be aligned with the sample as mentioned in C2

THE TWO TEACHERS AND THE HoD

D2 WHAT IS THE AGE RANGE OF THE PARTICIPANTS IN THIS STUDY?

THE ESTIMATED AGE CAN BE FROM 30 ONWARDS

D3 DOES THE RESARCH INVOLVE VULNERABLE GROUPS OR INDIVIDUALS?

Please elaborate on the nature of the 'vulnerability' and explain the protective measures that you will take to protect these individuals from harm.

See Part 2 section 3.11 of the Unisa Ethics Policy

No vulnerable group

D4 HOW SHOULD THIS STUDY BE CHARACTERISED?

(Please tick all appropriate boxes.)

Personal and social information collected directly from participants	Yes.	No
Participants to undergo psychometric testing*	Yes	.No
Identifiable information to be collected about people from available records (e.g. medical records, staff records, student records, etc.)	Yes	.No
Class approval	Yes	.No
Use of secondary data	.Yes	No
Research involving Unisa staff, students or data	Yes	.No

***Please add details about standardised psychometric tests and/or projection media as well as registration at the HPCSA of the test administrator if test administration is in South Africa or of an equivalent board if administration is outside South Africa. Include proof of professional registration at such council or board.**

D5 DESCRIPTION OF THE PROCESS OF OBTAINING INFORMED CONSENT

- Consult Part 2 section 3 of the Unisa ethics policy

Letters requesting permission to conduct research were sent to the DoE, principals, teachers, and HoD's. They were requested to sign an informed consent form.

No information was collected without the participant's informed consent. The researcher had to disclose to the participants the right to participate and not to participate. Participants had to know that they have the right to withdraw their informed consent. There must be tangible evidence that the participant had agreed to participate. All sorts of risks and benefits had to be made clear to the participants. It had to be clearly stated whether the participant would be compensated or not. Anonymity and confidentiality had also to be maintained. Under no circumstances would the use of tape recorders and cell phones be concealed from the participants, meaning that their usage should have been agreed upon.

If the proposed participants are 18 years and older, is the informed consent form for participants attached?

.Yes	No	Not applicable	Class approval – permission from student to use data if required
------	----	----------------	--

If the proposed participants are younger than 18 years, are examples of the consent forms to be signed by the parents/guardians and assent forms to be signed by the underage children attached?

Yes	No	.Not applicable	Class approval
-----	----	-----------------	----------------

D6 INFORMED CONSENT FORM

a) M&D STUDENTS AND STAFF PROJECTS:

**Informed consent form in English and the language in which the research will be conducted.
Attached as an Appendix F**

b) CLASS APPROVAL

- Application is for class approval related to a compulsory assignment for [module code].
- If a template for informed consent has been prepared by the lecturer and included in the TL, attach as an Appendix.

See appendix E

D7 RESEARCH INSTRUMENTS SUCH AS QUESTIONNAIRES, INTERVIEW GUIDES, OBSERVATIONS SCHEDULES AND SIMILAR DOCUMENTS

a) M&D STUDENTS AND STAFF PROJECTS:

- Ensure that copies of ALL the data collection instruments are attached as appendixes eg
 - Interview guide – **see Appendices G AND H**

b) CLASS APPROVAL

Not Applicable

D8 LETTERS OF PERMISSION FROM RELEVANT BODIES

a) M&D STUDENTS AND STAFF PROJECTS:

Memo to institution requesting permission to conduct the study (attach as an appendix if applicable)...

- See D5.
- If the study involves Unisa staff, students, data, indicate that permission will also be requested from SENRIC. **SEE APPENDICES C AND D**

b) CLASS APPROVAL:

- **See 3.6.8 of the Unisa Ethics Policy**
- Provide evidence that permission has been or will be obtained from students to use the data they collected if the lecturer intends using the data for further research. **Not applicable**

**D9 LETTERS OF PERMISSION FROM RELEVANT BODIES
(ATTACH AS AN APPENDIX IF APPLICABLE)**

Applicable to a letter to DoE and Principal (appendices B and C)

D10 DESCRIPTION OF THE RISKS OF THE PROCEDURES WHICH PARTICIPANTS MAY OR WILL SUFFER AS WELL AS THE LEVEL OF RISK

No risks anticipated

D11 DESCRIPTION OF STEPS TO BE UNDERTAKEN IN CASE OF ADVERSE EVENT OR WHEN INJURY OR HARM IS EXPERIENCED BY THE PARTICIPANTS ATTRIBUTABLE TO THEIR PARTICIPATION IN THE STUDY

No risks anticipated

D12 DESCRIPTION OF HOW PARTICIPANTS WILL BE INFORMED OF THE FINDINGS OR RESULTS AND CONSULTED ON POTENTIAL OR ACTUAL BENEFITS OF SUCH FINDINGS OR RESULTS TO THEM OR OTHERS

See Part 2 Section 2 of the policy

Participants act as co-researchers and should in no way be disallowed access to the research findings. I will organize a meeting with them to the venue that is equally convenient to all of them and share my findings. They will be allowed to take notes on what they feel useful for effective implementation of Curriculum and Assessment Policy Statement. The researcher will not spoonfeed them by forcing them to only epitomize what is valued by him. However there will be a request that such information not be shared with outsiders until my research passes through.

D13 DESCRIPTION AND/OR AMOUNTS OF COMPENSATION INCLUDING REIMBURSEMENTS, GIFTS OR SERVICES TO BE PROVIDED TO PARTICIPANTS (IF APPLICABLE)

See Part 2 Section 2 of the policy
No compensation will be given.

D14 DESCRIPTION FOR ARRANGEMENT FOR INDEMNITY (IF APPLICABLE)

Not Applicable

D15 DESCRIPTION OF ANY FINANCIAL COSTS TO PARTICIPANTS (IF APPLICABLE)

Not Applicable since the participants will be visited to their own places.

D16 DESCRIPTION OF PROVISION OF INSURANCE TO PARTICIPANTS (IF APPLICABLE)

Not Applicable

D17 DISCLOSURE OF PREVIOUS ETHICS REVIEW ACTION BY OTHER ETHICS REVIEW BODIES (IF APPLICABLE)

Not applicable

D18 DESCRIPTION OF REPORTING TO ETHICS RESEARCH COMMITTEE

See Annexure A of the policy section 10.8

Should there be changes to the research method or ethical issues arise during the process of conducting the research, these matters will be reported to the REC through the supervisor.

D 19 CVs OF PRINCIPAL INVESTIGATORS

Only required from UNISA staff involved in project research, requesting class approval or the use of secondary data.

Please only provide information that directly relates to the study.

Not Applicable

**D 20a STUDENT STATEMENT AGREEING TO COMPLY WITH
ETHICAL PRINCIPLES SET OUT IN UNISA POLICY ON
RESEARCH ETHICS (If you are a student, you do not sign D20b)**

I, Mr Mvikeleni Goodwill Mbatha declare that I have read the Policy for Research Ethics of UNISA and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I undertake to work in close collaboration with my promoter (s)/ supervisor (s) and shall notify them in writing immediately should any adverse events regarding my empirical research occur. I further undertake to inform the Research Ethics Committee of the College of Education of any adverse events that occur arising from the injury or harm experienced by the participants in the study. I shall conduct the study according to the proposal outlined in the application form and in strict compliance with the ethics policy of UNISA. I shall also maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. Paragraph 5 of the Policy for Research Ethics places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account UNISA's Policy for Copyright Infringement and Plagiarism.

Sign: M.G. Mbatha

06 September 2013

**D 20b STATEMENT AGREEING TO COMPLY WITH ETHICAL PRINCIPLES SET OUT
IN UNISA POLICY ON RESEARCH ETHICS**

I, **Mr Mvikeleni Goodwill Mbatha** declare that I have read the Policy for Research Ethics of UNISA and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I further undertake to inform the Research Ethics Committee of the College of Education of any adverse events that occur arising from the injury or harm experienced by; the participants in the study. I shall conduct the study according to the proposal outlined in the application form and in strict compliance with the ethics policy of UNISA. I shall also maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. Paragraph 5 of the Policy for Research Ethics places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account UNISA's Policy for Copyright Infringement and Plagiarism.

Mbatha MG

06 September 2013

Informed consent prompt sheet

Please ensure that the following aspects are included in the informed consent form:

Include information about the following in a reader friendly style	√
Name of the researcher and purpose of the research	✓
Participants' role in the study – involved in an interview; complete questionnaires etc	✓
Expected duration of participation	✓
Approximate number of participants and which other groups will be participating eg teachers, learners etc	✓
Benefits to participation and to others, compensation, reimbursements	✓
Procedures of selection of participants	✓
Foreseeable risks or discomforts to participants	✓
Guarantee of privacy, anonymity and confidentiality	✓
Voluntary participation and invitation to ask questions	✓
Withdrawal without penalty	✓
Names of contact person for research related inquiries	✓
Summary of findings/debriefing	✓
Institution that guides/gave ethical approval	✓
Contact details of researcher	✓

Child assent prompt sheet

Please ensure that the following aspects are included in the child assent form.

Include information about the following on a level that the child will understand	√
A statement of the purpose of the research or study	✓
A description of the procedure to be applied to the minor	n/a
A statement that the minor's identity will not be revealed	n/a
A description of the potential risks or discomforts associated with the research	✓
A description of any direct benefits to the minor	n/a
A description that the minor is not compelled to participate	n/a
A statement that the minor is free to withdraw at any time	n/a
A statement that the minor should discuss participation with the parents prior to signing the form	✓
A statement that the parent(s)/guardian(s) of the minor will be asked for permission on behalf of the minor	n/a
A statement that the parent(s)/guardian(s) of the minor will receive a copy of the signed assent form	n/a
Invitation to ask questions	✓
Contact details of researcher	✓
Note that only the minor and the researcher obtaining assent should sign the child assent form. A copy of the child assent form should be given to the parent or legal guardian. N/A	

APPENDIX A



1822

MBATHA M G MR
37 PARKINGTON GROOVE
GREENWOOD PARK
4051

STUDENT NUMBER : 3459-715-8
ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za
2013-03-01

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (SP IN CURRICULUM STUD) (97292)

CODE	PAPER	S NAME OF STUDY UNIT	WEIGHT	LANG.	PROVISIONAL EXAM. DATE	EXAMINATION CENTRE (PLACE)
Study units registered without formal exams:						
DIS971B		M ED - CURRICULUM STUDIES (DISSERTATION OF LIMITED SCOPE)	134	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

CREDIT BALANCE ON STUDY ACCOUNT: 6.00-

Yours faithfully,

Prof M Mosimege
Registrar

0108 P 04 0



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B

Title : Teachers' experiences of implementing the Curriculum and Assessment Policy Statement in Grade 10 in selected schools at Ndwedwe in Durban.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

ATTENTION TO: SCHOOL PRINCIPAL

My name is Mr Mvikeleni Goodwill Mbatha and I am a Master's degree student at UNISA. I am conducting research on curriculum studies under the supervision of Dr TI Mogashoa. The Provincial Department of Education has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider allowing me to conduct research in your school. This study will meet the requirements of the Research Ethics Committee of UNISA.

Aims of the Research

The research aims to:

- determine the teachers' perceptions, and identify and clarify possible barriers relating to the implementation of CAPS in grade 10 in selected schools at Ndwedwe in Durban.

Significance of the Research Project

This study will be beneficial to the following entities:

- School managers: This will help school managers in designing strategies of determining solutions to the implementation of CAPS.
- Parents: It will help parents in assisting learners to cope with the topics to be covered in CAPS.
- Teachers: This study will help to investigate teachers' experiences of implementing CAPS in grade 10 in selected schools at Ndwedwe in Durban. In this way teachers will be empowered with teaching skills.
- Other researchers: This study will add to the growing body of information in the field of educational research. This study will serve as a guide to other researchers who would like to conduct a study of similar nature.

Research Plan and Method

Data will be collected through interviews and the participants will be expected to respond to the interview questions]. Permission will be sought from the teachers and HoD's prior to their participation in the research. Only those who consent will participate. The researcher will administer the interviews as part of data collection. Data collection is hoped to run approximately for four weeks. All information collected will be treated in strictest confidence and neither the school nor individual teachers and HoDs will be identifiable in any reports that are written. Their responses will remain anonymous. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school's participation at any time without penalty.

School Involvement

Once I have received your consent to approach teachers to participate in the study, I will

- arrange for informed consent to be obtained from participants
- arrange a time with teachers and HoD's for data collection to take place
- obtain informed consent from participants

Further information

Attached for your information are copies of the Consent Form. If you require any further information, please do not hesitate to contact me on [0823582023](tel:0823582023) and [email: mbatha.mvikeleni@gmail.com](mailto:mbatha.mvikeleni@gmail.com).

Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached form.

Thank you for taking the time to read this information.

Mr Mvikeleni Goodwill Mbatha
(Researcher)

APPENDIX C

Date: 23 May 2013

CIRCUIT MANAGER:NDWEDWE
KZN DEPARTMENT OF EDUCATION

RE : REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN NDWEDWE SCHOOLS

My name is Mvikeleni Goodwill Mbatha and I am a master's degree student at UNISA. The research I wish to conduct for my Master's dissertation involves **identifying teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at Ndwedwe in Durban**. This study will be conducted under the supervision of Dr TI Mogashoa of UNISA.

I am hereby seeking your consent to approach schools at Ndwedwe district and involve teachers and HoDs in conducting a qualitative research on the above topic. I have provided you with a copy of my dissertation proposal which includes copies of the consent forms to be used in the research process, as well as a copy of the approval letter which I received from the UNISA Research Ethics Committee. The principal has the right to withdraw the school from the study. The consent forms clearly assures anonymity and confidentiality and that school participation is voluntary. Teachers' and HoDs responses will remain anonymous.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 0823582028 and email: mbatha.mvikeleni@gmail.com.

Thank you for your time and consideration in this matter.

Yours sincerely,

Mr Mvikeleni Goodwill Mbatha (UNISA student)

APPENDIX D

REQUEST FOR INFORMED CONSENT FOR TEACHERS AND HoDs

September 05, 2013

Title of Study: Teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at Ndwedwe in Durban.

Principal Investigator:

Name : Mr Mvikeleni Mbatha
Address : 37 Parkington grove, Greenwood Park, 4051
Phone : 082 358 2023
E-mail : mbatha.mvikeleni@gmail.com

Dear (participant's name)

Background:

This letter serves to invite you to take part in a research study I am conducting as part of my Master's degree in the Department of Curriculum and Instructional studies at the University of South Africa under the supervision of Dr TI Mogashoa.

Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear of if you need more information.

The main purpose of the study is to determine the teachers' perceptions, and identify and clarify possible barriers relating to the implementation of CAPS in grade 10 in selected schools at Ndwedwe in Durban.

The study further intends to:

- Identify the possible barriers to the implementation of CAPS.
- Find out if teachers are enjoying CAPS.
- Determine the teachers' perceptions about curriculum change.

Study Procedure:

Your expected time commitment for this study:

I will need to meet you for two interviews. The first interview will take no more than two hours of your time. The second interview will take no more than 45 minutes. This will take place preferably at your cottage after school hours and or on Saturdays, depending on your convenient time.

Risks:

The risks of this study are minimal. These risks are similar to those you experience when disclosing work-related information to others. Some questions may be provoking and upset some respondents. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

Benefits:

There will be no direct benefit to you for your participation in this study. However, I hope that the information obtained from this study may help in finding teachers' experiences on CAPS implementation and solutions thereof.

Alternative Procedures:

You may decline to answer any of the interview questions. Further, you may decide to withdraw from the interview at any time without any negative impact. In the event that you wish to withdraw from the interview no information collected to that point will be used for this research.

Confidentiality:

For the purposes of this study your comments will be anonymous. Every effort will be made by the researcher to preserve your confidentiality. Assigning code names/numbers for participants that will be used on all researcher notes and documents will also be agreed upon.

Notes, interview transcriptions, and transcribed notes and any other identifying participant information will be kept in a locked file cabinet in the personal possession of the researcher. When no longer necessary for research, all materials will be destroyed. The researcher and the members of the researcher's committee will review the researcher's collected data. Information from this research will be used solely for the purpose of this study and any publications that may result from this study. All other participants involved in this study will not be identified as their anonymity will be maintained. Each participant has the opportunity to obtain a transcribed copy of their interview. Participants should tell the researcher if a copy of the interview is desired. Participant data will be kept confidential.

Person To Contact:

Should you have any questions about the research or any related matters, please contact the researcher at his email address: mbatha.mvikeleni@gmail.com or cell phone : 0823582023

Institutional Review Board:

If you have questions regarding your rights as a research subject, or if problems arise which you do not feel you can discuss with the Investigator, please contact the Unisa Ethic Review Committee at [www.unisa.ac.za/policy/research ethics](http://www.unisa.ac.za/policy/research%20ethics).

Voluntary Participation:

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you do decide to take part in this study, you will be asked to sign a consent form. If you decide to take part in this study, you are still free to withdraw at any time and without giving a reason. You are free to not answer any question or questions if you choose. This will not affect the relationship you have with the researcher.

Unforeseeable Costs To Subject:

There are no costs to you for your participation in this study

Compensation:

There is no monetary compensation to you for your participation in this study. I hope that the results of my study will be of benefit to those organizations directly involved in the study, other voluntary recreation organizations not directly involved in the study, as well as to the broader research community.

I very much look forward to speaking with you and thank you in advance for your assistance in this project.

Yours Sincerely,

Mvikeleni Mbatha

Participant's signature:

Date: 06/10/2013

APPENDIX E

CONSENT FORM FOR TEACHERS AND HoDs

By signing this consent form, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

I have read the information presented in the information letter about a study being conducted by Mvikeleni Mbatha of the Department of Curriculum and Instructional Studies at the University of South Africa under the supervision of Dr TI Mogashoa. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in the thesis and/or publications to come from this research, with the understanding that the quotation will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

This project has been reviewed by, and received ethics clearance through, the Office of Research Ethics at the University of Unisa. I was informed that if I have any comments or concerns resulting from my participation in this study, I may contact the Director, Office of Research Ethics at [www.unisa.ac.za/policy/research ethics](http://www.unisa.ac.za/policy/research_ethics)

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study. Thank-you in advance for considering participation in this course project.

Yours Sincerely,

Student Investigator: -----

Participant Name: -----

Participant Signature: -----

Witness Name : -----

Witness Signature: -----

APPENDIX F

INTERVIEW GUIDE QUESTIONS FOR TEACHERS

Researcher: Mbatha Mvikeleni

Student Number: 34597158

Title: Teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at Ndwedwe in Durban.

Part One: Biographical Questions

1. What is your name?
2. How old are you?
3. What is your teaching experience?
4. Tell me about your qualifications.

Part Two: Research questions

A. Barriers to the implementation.

1. What are the major challenges you have faced in implementing CAPS?
2. In what ways has language influenced your teaching and learning?
3. To what extent has resources hindered CAPS implementation?
4. In what ways have you found CAPS resources helpful?
5. How do you manage challenges relating to language use and resources?

B. Caps implementation

1. How user -friendly have you found the Curriculum and Assessment Policy Statement (CAPS)?
2. What sources of professional development have been very useful for your teaching of CAPS?
3. In what ways has the curriculum related professional development helped/not helped you in your teaching?
4. How often is your work controlled ?
5. Do you get any regular feedback after work control?

C. Curriculum change

1. What is your feeling about curriculum change in general?
2. How is CAPS impacting on your teaching?
3. What do you think is your role in ensuring the effective implementation of CAPS?
4. Which aspect of change in CAPS makes you feel like responding negatively?

APPENDIX G

INTERVIEW GUIDE QUESTIONS FOR HEADS OF DEPARTMENT

Researcher: Mbatha Mvikeleni

Student Number: 34597158

Title: Teachers' experiences of implementing the Curriculum and Assessment Policy Statement in grade 10 in selected schools at Ndwedwe in Durban.

Part One: Biographical Questions

1. What is your name?
2. How old are you?
3. What is your teaching experience?
4. Tell me about your qualifications.

Part Two: Research questions

A. Barriers to the implementation

1. What are some of the challenges you have face in your role as a curriculum manager?
2. What systems do you have in place to deal with barriers in implementation?
3. How do you rate your knowledge of CAPS?

B. Caps implementation

1. According to your opinion what can improve the effectiveness of implementing CAPS?
2. Have you attended any workshops regarding CAPS implementation?
3. What kind of tools do you use to control teachers' work?
4. Do you have any support structure to assist those educators who missed CAPS training?

C. Curriculum change

1. What standards do your department set for effective implementation of CAPS?
2. What kind of support do you offer to both teachers and learners?
3. Are teachers given a platform to discuss their experiences of CAPS?
4. What do you think is your role in managing the effective implementation of CAPS?
5. How do you rate the extent of teachers' knowledge about CAPS?
6. How do you ensure that teachers attend workshops regarding CAPS?

APPENDIX H



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Date: 06 July 2013

CONSENT FORM FROM THE NDWEDWE CIRCUIT OFFICE

To whom it may concern

RE: PERMISSION GRANTED FOR RESEARCH IN MASTERS IN EDUCATION

A request for permission to conduct a research for a Masters Degree was submitted on 23rd May 2013 by Mr. MG Mbatha, Student no:.34597158 (UNISA). His topic for research is as follows:

“TEACHERS’ EXPERIENCES OF IMPLEMENTING THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN GRADE 10 IN SELECTED SCHOOLS AT NDEWDWE IN DURBAN”.

The research to be conducted is of great value to learning and teaching, and has thus been approved.

Yours in education.

Full name of circuit manager: Mr S Skhosana

APPENDIX I

3 June 2015

To whom it may concern

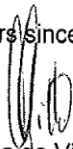
This letter serves to confirm that I have proof-read and edited the dissertation by the name of

TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN GRADE 10 IN SELECTED SCHOOLS AT NDWEDWE IN DURBAN.

By Mr. M.G. Mbatha, UNISA Student No: 34597158.

I am a Report Analyst in the full time employ of Deloitte & Touche, La Lucia Ridge, Durban, and due to my language skills and proficiency in German, English and Afrikaans, I offer my services as a proofreader and editor in my personal capacity.

Yours sincerely



Tanja de Villiers

48 Harrison Drive
Glenhills
Durban North
4051

Cell No: 072 4599 202

APPENDIX J



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

TO : MR. MVIKELENI GOODWILL MBATHA
37 Parkington Grove
Greenwood Park
4051

DATE: 18 SEPTEMBER 2013

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN THE DoE INSTITUTIONS

Your application to conduct a research entitled: **TEACHERS' EXPERIENCES OF IMPLEMENTING THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) IN GRADE 10 IN SELECTED SCHOOLS AT NDEWDWE IN DURBAN**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of approval are as follows:

1. The researcher will make all arrangements concerning the research and interviews.
2. The normal teaching and learning programmes are not interrupted during the research project session.
3. Interviews are not conducted during the time of writing of examinations in schools.
4. Teachers and schools are not identifiable in any way from the results of the investigation.
5. The sampled secondary schools participate in the research on a voluntary basis.
6. A copy of this letter is submitted to District Managers and Principals, where the intended research and interviews are to be conducted.
7. The researcher at the end come up with recommendations that will help the Department in the formulation and modification of its curriculum and policies.
8. Your research and interviews be limited to the sampled schools at Ndwedwe in the KwaZulu-Natal Department of Education.



Nkosinathi S.P. Sishi, PhD
Head of Department: Education

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax: 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzndoe.gov.za

...dedicated to service and performance
beyond the call of duty

APPENDIX K



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **Mg Mbatha**
Assignment title: **Student documents**
Submission title: **Chapters 1-5**
File name: **Mbatha_20150629.docx**
File size: **163.57K**
Page count: **102**
Word count: **30,609**
Character count: **170,317**
Submission date: **29-Jun-2015 02:14 PM**
Submission ID: **553211235**

CHAPTER ONE

1. AN OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND CONTENT OF THE STUDY

As has happened in many Western democracies over the past few decades, post-apartheid South Africa is undergoing educational reform. *Hardy and Jansen (2009: 10)* point out that "In 2004 the Education Ministry announced a review of Curriculum 2005. The review was... first and foremost interpreted as suggesting a move away from a radically integrated, real-world based curriculum towards one in which the subject content was re-emphasised. Curriculum Statements, influenced by the review committee's recommendations, were then written. The National Curriculum Statement became the official curriculum in 2006."

Department of Basic Education (2011: 65) states that the National Curriculum Statement (NCS) was amended and replaced by the Curriculum and Assessment Policy Statement (CAPS), and the implementation dates were as follows: Grade 8 to Grade 9 and Grade 10 in 2012, Grade 4 to Grade 6 and Grade 11 in 2013, for Grade 7 to Grade 11 and for Grade 12 this was implemented in 2014.

According to *Bevis (2007: 192)* the updated syllabi provided some descriptions of what could be taught in a specific subject (the content) as well as broad intentions regarding the aims and objectives of teaching and learning. CAPS has also shown remarkable interest with regard to curriculum objectives as it placed focus on topics and specific aims.

Working with teachers, parents, the community and various stakeholders was also hoped to turn our schools into centres of excellence. In this case the curriculum appears to be the heart of education and training. If this was not so, the Ministry of Basic Education would not have appointed a panel of experts to investigate the nature of the challenges and problems experienced in the implementation of the NCS. *Department of Education (2007: 15)* also has a lot to bear in mind the aim behind the President's "Five Year Plan" for education. If curriculum was not at the heart of education, there would not be any report on the review of NCS in 2007. Therefore the educational reforms in South

6/30/2015

Turnitin

- [Dashboard](#)
- [Assignments](#)
- [Students](#)
- [Grade Book](#)
- [Libraries](#)
- [Calendar](#)
- [Discussion](#)
- [Preferences](#)

About this page


This is your assignment inbox. To view a paper, click the paper's title. To view an Originality Report, click the paper's Originality Report icon in the similarity column. A ghosted icon indicates that the Originality Report has not yet been generated.

Student documents

Inbox | Now Viewing: new papers ▼

[Submit File](#) [GradeMark Report](#) | [Edit assignment settings](#)

[Delete](#) [Download](#) [move to...](#)

<input type="checkbox"/>	Author	Title	Similarity	web	publication	student papers	Grade	response	File	Paper ID	Date
<input type="checkbox"/>	Mg Mbatha	Chapters 1-5	14% <input type="text" value="14%"/>	11%	3%	10%			download paper	553211235	29-Jun-2015



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Mbatha MG [34597158]

for M Ed study entitled

Teachers' experiences of implementing the curriculum and
assessment policy statement in grade 10 in selected schools at

Ndwedwe in Durban

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.

A handwritten signature in black ink, appearing to read 'CS le Roux'.

Prof CS le Roux
CEDU REC (Chairperson)
lrouxcs@unisa.ac.za

27 November 2013

Reference number: 2013 November/34597158/CSLR