

ASSESSMENT FOR LEARNING: A CASE STUDY IN THE SUBJECT BUSINESS STUDIES

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ABSTRACT

One of the greatest paradigm shifts with the introduction of both outcomes-based education and the new CAPS (Curriculum and Assessment Policy Statements for the various subjects) in South African education has been from a purely examination-based exit point, to the inclusion of school-based assessments. The emphasis in the Business Studies curriculum is now on replacing assessment OF learning with assessment FOR learning. This article describes, by way of a case study, how to prepare Business Studies learners towards assessment FOR learning. From the findings of the case study it is apparent that Business Studies as a subject specifically aims to include tasks that comply with the requirements of tertiary education and the working world. This is done in order to build skills that will be more valuable to learners in their future careers than the amassing of knowledge which was emphasised in the old dispensation.

1. INTRODUCTION

The South African education system has undergone a series of irrevocable and drastic changes since 1994. Outcomes-based education (OBE), which was touted as the solution to all the tribulations of education in South Africa (McWilliams 2008), however, inherited all the problems (educational, political and social) from the old dispensation. Traditionally, assessment was based on testing what a learner had learnt from content given by the teacher, and this process was driven by a content-rich syllabus that demarcated specific learning detail. The new OBE system required teachers to follow new approaches to planning, teaching and assessment. With the introduction of Spady's (1993) OBE-based curriculum in South Africa in 2006 (for 2008 Grade 12 implementation), the emphasis changed to a skills-, knowledge-, attitudes- and values-driven process (SKAV) which provided guidelines in the form of learning outcomes (LOs – broad subject aims) and assessment standards (ASs – theme-based knowledge and skill areas) for each subject. These were published by the Department of Education (DoE) in the form of the National Curriculum Statement (NCS) and it was up to the assessment bodies – primarily the DoE and the Independent Examinations Board (IEB) – to flesh out the NCS. As with most curriculums, the NCS curriculum was up for review after three years. In 2011 (for Grade 10 implementation in 2012) the revised version, in the form of the new Curriculum and Assessment Policy Statements (CAPS) document, was adopted. According to the Department of Basic Education (DBE 2011), there were four main concerns with regard to the NCS which instigated the change:

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

It is important to note that the CAPS do not entail a new curriculum, but an amendment to the National Curriculum Statement (NCS) Grades R-12. It therefore still follows the requirements of the same process and procedure as the National Curriculum Statement Grades R-12 (2002) (Pinnock, 2011). The CAPS are an adjustment to what we teach (curriculum) and not how we teach (teaching methods OBE). It is, therefore, the curriculum that has changed (has been repackaged) and not the teaching method.

The CAPS moved away from the LOs and ASs to theme-based sections that gave more content and more specific guidelines, and there is now one single comprehensive National Curriculum and Assessment Policy for each subject (Maskew Miller Longman, 2012:8).

The above-mentioned process resulted in a double adaptation for the subject Business Studies within the Further Education and Training (FET) phase. The earlier subject Business Economics was outdated by world standards as it was based solely on the eight management functions and did not address any of the modern business issues, such as ethics, corporate governance, business environments and entrepreneurship.

With the introduction of the SKAV approach, there was an estimated 70% change in content of the subject Business Studies. The Business Studies curriculum moved away from purely factual regurgitation to an understanding of modern business principles; investigation of case studies and the making of value judgments based on current affairs such as insider trading and price fixing. This value-based approach is particularly essential in a business subject that is guided by developments in the business world such as the New Companies Act and the updated King Reports (Coetsee, 2011).

In the old syllabus, research and projects had always been an important element, but these centred on historical research into isolated elements such as the marketing policy or financial functioning of a particular business. The aim was merely to test the application of past skills taught, and teaching proper research techniques was not seen as part of the school mandate. The introduction of new and exciting themes in the OBE curriculum presented the opportunity to start challenging learners to do research across a broader field of knowledge. With proper scientific research principles now forming part of the Business Studies curriculum, teachers are challenged to empower learners to interact with and address real social problems in the process of conducting their research. The emphasis in the Business Studies Curriculum is now on replacing assessment OF learning with assessment FOR learning.

The question underlying the research that informed this article is: How can schools prepare Business Studies learners for assessment for learning? The purpose of this article is to contribute to the aim of the education dispensation in South Africa, namely to produce learners who are better prepared for both higher education and the realities of the working world (DoE 2003).

To answer the research question, both a literature review and a case study were conducted. The case study explored the viability of long-term, sustainable research projects in the IEB Business Studies at the FET level that were done at Dainfern College (Johannesburg), and the emphasis was on replacing assessment OF learning with assessment FOR learning. What follows is a brief overview of the subject Business Studies in the FET phase.

2. OVERVIEW OF BUSINESS STUDIES IN THE FURTHER EDUCATION AND TRAINING PHASE

As indicated in the introduction, OBE was touted as the solution to all the tribulations in education (McWilliams 2008). As the very nature of education is a long-term one, it will take more than a generation to make real inroads into solving problems such as the adjustment from secondary to higher education, addressing the problem of high first-year failure rates at university level and the low ratio of graduates. McWilliams (2008) points out that the above problems exist because schools traditionally have tried to do “front-loading” of knowledge – sending learners out into the world with what the school system thought was all the necessary knowledge learners would need. Vinjevoid (2008) points out that learners who do not intend to study further struggle to find jobs in a high-unemployment market as they lack marketable skills. At the bottom end of the scale is the fact that the matriculation failure rate is high, and large groups of learners move through this process without attaining a matriculation certificate (Seepe, 2008). Many of these learners do not have the finances or motivation to rewrite examinations and end up without the skills to make a success of life in the harsh realities of the outside world (James, 2008).

With the introduction of OBE and CAPS the education system is, at last, attempting to produce learners who are better equipped to cope with the demands of modern economies and the problems as mentioned above. In addition, aspects such as globalisation, the population explosion and the increased pressures brought on by rapid technological change have caused an urgent need for a totally different set of skills and mindsets to be taught to learners at school level. It would be foolish not to change the way learners are educated in order to prepare the FET learner for these realities that they will have to face in the future. Dryden and Vos (2005:96) quote Dr Willard Daggett (Director of International Centre for Leadership and Education) who cautions that “the world our kids are going to live in is changing four times faster than our schools”.

As noted in the introduction, the OBE and CAPS approaches differ from past education systems in that the focus has shifted away from a facts-based syllabus to a SKAV-based curriculum which is much broader. In some subjects, the change has not only necessitated a new curriculum, but also a paradigm shift in approach which has resulted in a name change: for example, in following the worldwide trend, Business Economics is now called Business Studies. As a subject it now includes a far broader view of the business world, including non-economic aspects such as ethics, team dynamics and creative problem solving (DoE, 2003; Nel, 2004). The DoE (2011:11) in its CAPS document, describes Business Studies as a subject that deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth. Business Studies is one of 29 FET subjects and falls within the group of commercial subjects known as Economic and Management Sciences.

FET is the exit level for school education, and a vital link between schooling and the outside world. The responsibility to provide the opportunity for learners to cross from FET to higher education and training, or to the world of work rests, with the Minister of Labour and the Minister of Higher Education who operate on the “demand side”, and the Minister of Education who operates on the “supply side”. Clear guidelines for Business Studies teachers regarding the annual teaching plan for Grade 10-12 learners (the FET phase) are also included in the CAPS document. Teachers therefore know exactly how to prepare the learner in the FET phase to cope with the increasing pressures and escalating competitiveness of a global economy. However, the FET learners are a product of what they learnt (or, more importantly, did not learn) during the GET (General Education and Training) phase. Although OBE and CAPS have been systematically introduced throughout the education system from the Foundation phase upwards, many learners are currently arriving in Grade 10 without the necessary and expected SKAV training. The reality is that a number of teachers are still more comfortable with knowledge-based, talk and chalk teaching (Dryden and Vos, 2005) and the skills, attitudes and values have not been adequately built up (Meyer, Russell and Topper, 2009). Without a solid grounding in the FET phase, learners will be inadequately prepared for the opportunities that the working world or HET (Higher Education and Training) has to offer (Vinjevold, 2008).

3. ASSESSMENT IN BUSINESS STUDIES

As discussed in the previous sections, the introduction of both OBE and CAPS has required change at many levels, but the issue of assessment has been the most challenging adaptation for teachers and learners. According to the DoE (2011), assessment in Business Studies should be both informal (assessment FOR learning) and formal (assessment OF learning).

Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes; however, in informal as well as formal assessment regular feedback should be provided to learners to enhance the learning experience. Stiggins (2002:761) differentiates between “assessment OF learning” (which provides evidence of achievement for reporting purposes) and “assessment FOR learning” (which provides information to the learner to facilitate future learning). Taking a strong stand on assessment, Stiggins (2002) states that most teachers concentrate on assessment OF learning and should move to assessment FOR learning. Assessment FOR learning is done by using each assessment task as a stepping stone to achieve higher levels of success. The result is that learners take responsibility for and reflect on their own learning. Béguin, Kremers and Alberts (2008) add that assessment FOR learning allows for better reporting and future learning.

Killen (1996:9) cautions that it is important for teachers to “find ways for students to succeed” as success is a highly motivating factor which results in achieving more success in the future. He challenges teachers to make this paradigm shift with the change to OBE, as continuing to provide education to the faceless masses without consideration of individual differences will not achieve the required degree of change. This view is reiterated by both Gouws (2007:61) and Muncy (2006:301), who urge teachers to align with the redefinition of intelligence (by psychologists like Gardner and Steinberg) to include a learner's ability to be successful within their own societal context.

One of the important premises underlying the OBE and CAPS systems is recognising the individuality of the learner through creating expanded opportunities to accommodate the individual's needs (Spady, 1993:16). Although class control and teaching are easier when aimed at groups doing the same thing at the same time, the needs, aptitudes, moods and approaches of each individual are different, and successful education (teaching, learning and assessment) has at its very core the addressing of these needs. In the same way, the Business Studies learner is regarded as a complex individual, bringing to class a range of potential in skills, knowledge, experiences, cultures, priorities, attitudes and values, all of which will have an impact on the way she or he interacts with the subject matter.

Gouws (2007:60) proposes that one way to address this challenge is by applying Gardner's Multiple Intelligence theory in the class. This approach will also have the benefit of motivating learners to achieve their potential. Gardner and his team at Project Zero are currently doing research on designing assessments to use these multiple intelligences to achieve a more personalised curriculum for instruction (Winner 2010). The OBE approach to broad-based assessment allows all learners an opportunity to succeed in their area of strength, which Gouws (2007:63) explains should be a celebration of our diversity, instead of trying to enforce conformity.

Learners should be given the opportunity to be assessed on their point of strength – for example, building models, designing websites or starting a business. Assessing in this way (differentiating to accommodate the strengths of different learners) is often difficult in the classroom when it comes to minor tasks. Within a test or examination process, this can only be accommodated on a smaller scale by incorporating different types of questions as well as formats of data and stimulus material. Research tasks give learners the opportunity to design projects around their strengths in their entirety: the choice of quantitative or qualitative research, primary or secondary research and the research instruments used, as well as the choice of theme to tie in with their field of interest, make research an ideal vehicle to individualise assessment.

Incorporating various styles of assessment is educationally sound as learners differ in their abilities and many of these learners are compromised in formal tests and examinations due to language barriers, learning difficulties and other factors. Within the FET, one of the greatest paradigm shifts has been from a purely examination-based exit point in Grade 12, to the inclusion of School-based Assessments (SBAs) in the form of portfolios (IEB, 2008). This has necessitated a far more rigorous approach to classroom-based assessments and the need for quality assurance of tasks. It has made it possible for a subject like Business Studies to move away from a totally theoretical premise to the inclusion of practical skills, simulation and assessments based on case-studies.

4. BACKGROUND ON RESEARCH

With the new dispensation (introduction of OBE) in 2008, the portfolio moderators for each subject in the IEB were asked to design exemplars of projects that would break the mould and introduce more research-based learning. For a period of three years a new project was presented at the annual subject conferences every year, giving teachers the opportunity to experiment with the new formats. Some of these were so successful that learners became particularly competent in research skills (Strydom Z, pers.comm. 2011) but the pressure of duplicating similar research tasks in each subject was placing a great deal of pressure on learners and teachers alike. Discussion around ways to eliminate this pressure, based on the premise that research skills are generic and the content was merely differing per subject, led to the request by the IEB to Umalusi to be allowed to run a pilot project based on one research task per learner only. Subjects outside of the research scope (e.g. languages and the mathematical subjects) elected to be left out of the pilot project. Life Orientation was included as it is a compulsory subject, so that in the event where a learner was not doing any of the other four specified subjects, they would be able to do Life Orientation.

In 2011 the IEB introduced a pilot project with a number of schools. While the other schools continued with their portfolio structures as in the past, these pilot schools were asked to test the following format: Instead of learners doing superficial research in every subject, they were asked, as part of the IEB Grade 12 SBA requirements, that learners should do a single research task in any one of the following subjects: Business Studies, Consumer Studies, History, Geography, Life Orientation and Life Sciences, as specified by the school (IEB 2011). The IEB (2011) points out that the purpose of the One Research Task (ORT) is to expose the learner to a formalised and carefully monitored research experience in which the various skills required in the research process are practised and implemented. These generic research task guidelines ensure that the research process is standardised to allow for a more fair and valid assessment process across the five subjects. What is important to note in these guidelines is that each Grade 12 learner is required to produce their own individual research task. Data collection and/or information gathering can be conducted in groups; however, the data analysis and writing up of the process must be done on an individual basis.

In the light of the above and in order to move away from teacher-based lessons to skills development according to the OBE ideology, it was necessary to train learners to improve their research skills in order that they could access, evaluate and work with their self-gained knowledge. Dainfern College is one of the few schools that started with research projects in 2008.

5. RESEARCH METHODOLOGY

The aim of the research on which this article is based was to establish by way of a case study how schools can prepare Business Studies learners for assessment for learning. A qualitative research approach was used in the research. The design type was a case study. According to Nieuwenhuis (cited in Maree 2010) a case study research is aimed at gaining greater insight and understanding of the dynamics of a specific situation. Nieuwenhuis stresses the fact that the literature provides ample evidence of the acceptance of a single case as the object of study. The case study reported on in this article was based on a research project done by Grade 12 Business Studies learners at Dainfern College. The research project ran for a period of three years from 2008-2011. It is ongoing work-in-progress as explained in the background to the research.

This article analyses the case study done at Dainfern College with regard to how it introduces more research-based learning by way of introducing viable and long-term, sustainable research projects in the IEB Business Studies at the FET level. The study also gives examples of Business Studies as a subject experimenting with forward learning through projects.

This article reports on two long-term research projects done at Dainfern College. However, to get an idea whether these projects are viable and contribute to assessment for learning, a semi-structured interview was held with the Business Studies teacher at Dainfern College. The interview was tape-recorded and transcribed verbatim.

Contextualisation

Dainfern College is a co-educational school situated on the northern border of Johannesburg. It is a member of ISASA (Independent Schools Association of South Africa) and maintains a high academic standard, with learners writing the IEB Assessment Board examinations. At Dainfern College, Business Studies is one of the more popular choice subjects in Grade 12, drawing 30-40 learners per year out of year groups of between 60 and 70 learners. This Business Studies teacher had been running the programme since 2008. She has more than 20 years' teaching experience and has been an IEB portfolio moderator since 2005. As a member of the examinations panel, she was involved in both the writing and the implementation of the OBE and CAPS curricula in the form of SAGS (Subject Assessment Guidelines) for Business Studies in the IEB. She has been member of the NSF (National Subject Forum in the IEB) for Business Studies since 2003 and is the HOD for Business Studies at Dainfern College.

6. DISCUSSION OF CASE STUDY

As mentioned earlier, the purpose of the research was to determine whether the research projects done by Grade 12 Business Studies learners are viable long-term sustainable projects that contribute to more research-based learning by Grade 12 Business Studies learners.

Prior to 2011, the primary research project was done in groups (maximum four members) and the secondary research project individually. Most groups combined the two projects, with the secondary research underpinning the primary. For the 2011 and 2012 One Research Task Project, learners had to work individually (IEB, 2011).

For the purpose of this article two research projects are discussed: Project 1: Business Teaching Resources and Project 2: Environmentalism.

Project 1: Business Teaching Resources

In both 2008 and 2009 there were groups developing teaching resources for various disadvantaged schools. One of the project groups developed an entrepreneurship brochure for rural schools: "I can't get a job, so what happens now?" (Mostert, 2008). In 2009 it was refined and test-taught at various rural schools such as Iterele Zinzele in Diepsloot, and Tonyelana Combined School in the Mweni Valley, KwaZulu-Natal.

Both the 2008 and 2009 project group managers took their project further whilst at university, for example:

The 2008 project: The development of educational resources (Mostert B, pers.comm.) for NPOs (Non-Profit Organisations) such as Youth with Diabetes; and

The 2009 project: The establishment of an one-on-one entrepreneurship mentoring system (Quartero, 2010) to assist disadvantaged entrepreneurs with basic business skills such as drawing up a Business Plan, Marketing and Financial Management.

Project 2: Environmentalism

In 2008 the projects revolved mostly around environmental and social responsibility themes. Some notable successes on the environmental side were the introduction of paper recycling on campus and research into other recycling solutions and energy-saving options.

The year 2009 saw not only the recycling project expanded to include plastic and tin recycling, but also the birth of the Dainfern Environmental Club under the leadership of Anthony Bowden, which investigated the carbon footprint of Dainfern College. This group also introduced the 'Green Week' (environmental awareness week) which has subsequently expanded to the preparatory school (including the introduction of a section in the Science and Technology Expo) and an environmental board game developed for middle school learners.

During 2010, further advances were made with a group searching for technological solutions to environmental problems and they did research on the viability of iPads, Kindles and other electronic media in the school environment in order to cut down on paper usage. They contacted textbook publishers in order to research how far South Africa was from electronic textbook options. As a result of this research, Dainfern College purchased iPads (in 2011) and these can now be booked for classroom use instead of taking learners to one of the computer laboratories. In 2013 the BYOT (Bring Your Own Tablet) was launched and all Grade 6-9 learners now work on tablets. This project has also been developed further as part of a University of Pretoria initiative (Vermaas M, pers.comm.).

Two new projects that were launched in 2011 centred on sustainable consumerism. All the previous research on recycling and environmental factors had raised the issue of trying to solve the problem on the input side instead of the output side. One project is based on developing a sustainable consumerism brochure for the school (Landsberg, 2011). This project targets items such as green building solutions, stationery, trophies and promotional items as well as setting up supplier relationships which will cut down on the carbon footprint of the College.

During 2012 Dainfern College hosted an international conference for 140 learners and 50 staff members under the auspices of an organisation known as Round Square which has environmentalism as one of its pillars. In both these research projects one can see the building up of assessment for learning.

Interview with Business Studies teacher

Five questions were asked in the structured interview to the Business Studies teacher: *Were any guidelines on doing research projects given to learners? How did the learners identify a project? Did the learners acquire new skills during the projects? What were the challenges posed by the research projects? What were the positive aspects of the research projects?*

The first question was whether any guidelines on doing research projects had been given to learners. The participant indicated that clear instructions had been given to learners before they identified a research project at Dainfern College. For example: learners had to design their own research, and were given free reign within the curriculum. A research proposal was handed in and after discussion with the project mentor (one of the Business Studies teachers), they were allowed to proceed. Each learner was required to identify a specific problem, formulate the focus question, design the research and then conduct the research in order to quantify the problem. They also had to suggest and implement a solution.

On the question of how learners identified a project she explained as follows: The learners were encouraged to work within a field of their interest; whether it was academic, sport-related or related to their leadership portfolios. She further described how difficult it was in 2008 when they started with the programme. The projects revolved mostly around environmental and social responsibility themes and some notable successes were the introduction of paper recycling on campus and a very well-researched entrepreneurship booklet aimed at a rural school target market. In the course of the research the learners realised that the topics were particularly wide and could not be completed in a year. With some trepidation they concluded their research with recommendations for future development. As a result of the limited time to complete a research project, it was decided to introduce long-term projects, she added. In relevant literature this was also given as one of the reasons why the IEB introduced their guidelines on only one project per learner.

On being probed on the issue of sustainability the participant pointed out that this is the one aspect that is essential in the design of the research project. Research projects may not be short-term and each person has to address and justify the issue of sustainability in both the proposal and the project itself. She also pointed out that the “sense of ownership” of projects has led to sustainability that was not foreseen at the start.

On the question of new skills acquired during the research project, she replied that learners indicated that the project management skills (including team dynamics, conflict management, doing Gantt charts, dealing with sponsors and outside authorities, research techniques, agenda and minute formats) had proved to be invaluable in the success of their research project. She also indicated that learners who are now university students thanked her for the valuable research skills that empowered them to do research at university level.

When asked what challenges this research project had posed, she responded as follows: "No project based on new thinking is without its problems and concerns." She described some of the obstacles in this process:

- It was necessary to change the mindsets of learners, co-teachers and parents to accept this type of project.
- Managerial support, as well as access to resources and training, is essential to the success of projects of this nature. Proper project management principles had to be taught to empower the learners for success.
- The assessment of projects of this nature was challenging. Generic rubrics have not always accommodated the differences in projects, and these remain a work in progress.
- There was a large amount of resistance from the majority of learners who felt threatened by the amount of freedom and perceived lack of structure. Learners of school-going age often lack the organisational ability to monitor and control projects on an ongoing basis.
- In several instances, sound project proposals have been derailed by external bureaucracy – for example, one very well-researched project (with the necessary funding) to build a soccer field at a township school in Diepsloot could not be carried out because the Department of Basic Education refused to give permission for it to be undertaken.
- Projects of this nature require much individual attention and assistance from the educational mentor.
- Poor proposals or inadequate focus questions often lead to undefined and meaningless research.
- Flexibility is very important, as projects often encounter insurmountable problems which may necessitate the re-focusing of a project.

However, the positive aspects of the research project overshadowed the challenges. The participant explained as follows:

- Learners have shown higher commitment and motivation as they were working within a field of interest of their own choice.
- The fact that they can do one research project means that they have the scope to go into more depth.

- The fact that they are making a real difference (e.g. influencing school policies, doing outreach and improving environmental aspects) has led to a sense of pride and accomplishment.
- Learners who have gone on to university report back that the type and level of research done have prepared them well for university research.
- Dainfern College has had feedback on at least three projects, birthed in this programme, which have been continued at university level. On a skills level, as indicated earlier, learners gained very much. One of the learners wrote in bold, “I learn the hard way, but now I understand the importance of doing a needs analysis as part of any research project.”
- Dainfern College has benefitted from the new policies, leadership portfolios, events (e.g. Green Week) and other products developed.
- Numerous disadvantaged schools (e.g. Iterele Zenzele) and other organisations have benefitted (e.g. Youth with Diabetes).
- Academically gifted learners or learners with academic strengths are often frustrated by the educational system that prescribes everything, including content, formats and procedures. This type of project which gives them freedom of choice and design is one of the few opportunities where they can control their own learning.
- Linked to the point above is the concern that very few aspects of schooling mimic real life. Projects such as these do not only allow the learners to design and adapt, but also exposes them to interaction with people in the real world (interviews, getting permission and sponsors) which gives them far more robust learning than they would get from secondary research only.

7. CONCLUSION

This research was successful in answering the research question, namely: How can schools prepare Business Studies learners towards assessment for learning? The information generated from the literature study as well as the case study indicate that, with proper scientific research principles now forming part of the Business Studies curriculum, teachers are challenged to empower learners to interact with and address real social problems in the process of conducting their research. From the case study it is apparent that Business Studies as a subject aims to specifically include tasks which link with the requirements of tertiary education and the working world. This is done in order to build skills that will be more valuable to learners in their future careers than the amassing of knowledge which was emphasised in the old dispensation. In the course of instituting projects of this nature, it is necessary to take a long-term view as it remains an on-going process. Flexibility and constant adjustments to the process, assessment tools and project requirements are needed in order for the project to remain viable.

The viability of extending this kind of research project to a larger number of schools remains to be seen. The following would be minimum requirements for a school to be able to initiate projects of this nature: support from management, a teacher willing and able to work within this paradigm, and adequate resources.

This project has been a resounding success at Dainfern College. The growth and maturity of those learners who have either acted as project managers or done research on their own have been exponential. This success has proved that research projects can be viably run over the long term, and that they have sustainable benefits. In the light of the findings of this study, research on the implementation of the CAPS in the FET phase is strongly recommended. In addition, there is a real need for research to establish whether initial teacher training prepares students with the necessary knowledge and skills to implement research projects and to teach research skills in the FET phase. One of the problems with commercial subjects is that most teachers have never worked in the business world and teach from a theoretical perspective. Business simulation courses, job shadowing or a mentorship programme that links directly with business executives is recommended to enable these teachers to teach from a more realistic perspective. It is also recommended that initial teacher training programmes and in-service teachers' training programmes include Gardner's MI theory. There is a case to be made for a fusion of multiple intelligences which apply specifically to what is known in the business world as "business acumen". A sportsman, musician or linguist may be gifted in one sphere and able to be successful in the absence of other strengths. But the successful business executive needs to have a multiplicity of strengths, especially in the global, technologically advanced and highly competitive world in which we live.

With the DBE and IEB already working together in so many ways, it would be to the benefit of both Business Studies departments to forge a relationship and work together in order to share knowledge, skills and resources and set the standards for the subjects taught within FET phase in South Africa.

Although the case study reported on in this research is a small sample and an isolated case study, it has proved that Stiggins is correct in asserting that assessment can be done FOR learning (future orientation) and not only OF learning.

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