



Challenges faced by Afrikaans teacher moderators during grade 12 school-based assessments moderation at Ekurhuleni-North District

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Abstract

When it comes to assuring the honesty of assessment assignments, moderation is a necessary component at each and every school. The goal of moderation is to guarantee that educators apply consistent standards-based judgments in their classrooms. The primary goal of this study was to determine the obstacles that Afrikaans teacher moderators confront during the moderation of grade 12 school-based examinations in the Ekurhuleni-North District. A qualitative approach which explore seven theme of two respondents was utilized to elaborate on how teachers are affected by curriculum change. The problem was that educators in Afrikaans are not organizing the files according to the prescribed texts or new curriculum. Keeping in mind that one of the primary responsibilities of a teacher moderator is to ensure that the learners' School Based Assessment tasks and the marking level on their assignments are consistent, this research was carried out. Based on the respondent's answers, e-moderation is a challenge to Afrikaans teacher moderators. The educators in Afrikaans are not trained in using computer systems, and some even have basic computer skills only. The study recommend the DBE's competent facilitators should present more seminars, schools should have more resources, annotation software that is easy to use, teacher moderators should be given five working days to moderate the school-based assessments for Grade 12s and lastly the schools are recommended to conduct internal departmental memo Discussions at the school level in marking SBAs (i.e., project, assignment and controlled tests).

Keywords: teacher moderators, challenges, assessments, Afrikaans teachers, moderation

Introduction

The goal of moderation is to guarantee that educators apply consistent standards-based judgments in their classrooms. In order to accomplish this, they need to have a common understanding of the requirements for each standard. This will ensure that a specific level of achievement is assigned to student responses that possess the same qualities, irrespective of who marks or grades them. When it comes to assuring the honesty of assessment assignments, moderation is a necessary component. Through this process, particularly at the stage of assessment design and at the time of assessment, problems with validity and reliability of assessments are found. This study aims to focus on the difficulties that Afrikaans teacher moderators encounter while moderating School Based Assessment (SBAs) for students in grades twelve and higher. According to Tight (2012) ^[53], contemporary assessment processes in higher education are troublesome, and summative assessment practices in higher education are in disarray. As a result, assessment criteria, norms, policies, and procedures are becoming increasingly popular in fields of study in higher education. Tight (2012) ^[53] adds that research on higher education quality involves examining and critiquing government-imposed quality certification systems. A recurring topic in this research is that quality assurance systems in many nations are not as effective as they may be (Lodge and Bonsanquet 2014) ^[34].

Inconsistent moderation methods and judgments among academics participating in research projects are also reported by Black, Harrison, Hodgen, Marshall, and Serret (2011) ^[5] and Deeley and Bovill (2017) ^[15]. Deeley and Bovill (2017) ^[15] agree that there is no universal interpretation, understanding, or categorization of assessment criteria and standards, which leads to significant differences in assessment and moderation processes. Such disparities necessarily make the role of assessment moderation difficult, highlighting the necessity for regular revision of moderation procedures (Ewens, Andrews & Scott 2014) ^[23]. However, Black *et al.* (2011) ^[5], Ewens *et al.* (2014) ^[23] and Tight (2012) ^[53] caution that academics will be sensitive to and resistant to change. The primary goal of school-based assessment is to create a more balanced and reliable assessment system by expanding the number and variety of assessment assignments. All students must also complete a school-based assessment.

Assessment moderation is useful, especially for grade twelve activities, which account for just 25% of the overall promotion mark. Moderation faces numerous difficulties, particularly during Afrikaans First Additional and Home Language moderation. Afrikaans is the most popular school language subject in the Gauteng Department of Education. As a result, Afrikaans is generally taught as a second language in schools. However, it is also taught as a home language in some. As a result, Afrikaans is taught as an elective official language in

around fifty schools in the Ekurhuleni-North District. Given the background, it is worthwhile to examine the challenges faced by Afrikaans teacher moderators during grade 12 school-based assessments moderation at Ekurhuleni-North District.

During the moderation of grade 12 school-based assessments, teachers of Afrikaans who work in the Ekurhuleni-North District are encountering some difficulties. Teachers of Afrikaans are supposed to serve as moderators for any school files that are either chaotic or not filed according to the index that has been prescribed. The other issue they are dealing with is that the marking criteria are not being followed by the educators who teach in Afrikaans. The concerns that have been recognized by the teacher moderators include, but are not limited to, instructors who do not organize files according to district indexes, teachers who do not grade according to marking criteria, and time restrictions. Because of these obstacles, it is difficult for teacher moderators to finish their responsibilities within the allotted time. The primary goal of this study is to determine the obstacles that Afrikaans teacher moderators confront during the moderation of grade 12 school-based examinations in the Ekurhuleni-North District. The study will employ the thematic analysis technique to analyze the determinants and obstacles that Afrikaans teacher moderators confront during the administration of grade 12 school-based assessments in the Ekurhuleni-North District. The study also suggests alternative solutions to obstacles or issues faced by Afrikaans teacher moderators during the moderation of grade 12 school-based examinations in the Ekurhuleni-North District. The long-term purpose of the study is to minimize the issues that Afrikaans teacher moderators have during the moderation of grade 12 school-based examinations in the Ekurhuleni-North District. The research is particularly relevant to the education industry as a whole. The study results will justify what Afrikaans teacher moderators go through and their responses to obstacles by bringing their issues to the forefront so that they can be addressed once and for all. Teachers in the Ekurhuleni-North District will benefit from the study since it explains how to prepare for when teacher moderators visit for assessments effectively. The next section will discuss materials and methods on the challenges that Afrikaans teacher moderators face during grade 12 school-based assessments moderation at Ekurhuleni-North District.

Materials and Methods

When a phenomenon is the subject of a scientific investigation, the process is known as a research methodology (Creswell and Poth, 2016:40) ^[12]. There are three basic themes of research methodology or option, according to Saunders *et al.* (2012:130), including quantitative, qualitative, and mixed research. A qualitative study is one in which the researcher relies on the participants, asks open-ended questions, receives verbal responses, and then describes and analyzes these responses into themes in a subjective fashion (Creswell and Poth, 2016:44) ^[12]. Because qualitative research was chosen for this study, justifications are given after the reasons why the qualitative design was chosen. The qualitative research approach was chosen as an appropriate strategy since it aims to establish people's viewpoints and how they get to that particular opinion (Tomaszewski, Zarestky and Gonzalez, 2020) ^[54]. Qualitative research is best used when the study's goal is to be subjective rather than objective or numerical. The research goal was to investigate the challenges that Afrikaans teacher moderators face during grade 12 school-based assessments moderation at Ekurhuleni-North District (Curriculum change, learner Performance, time constraint, and lack of resources, marking guidelines, disorganized files and E-Moderation). According to Doabler, Fien, Nelson-Walker, and Baker (2012) ^[18], a research design is a strategy that describes the technique and procedures to be used in data collection and analysis. Bell *et al.* (2018) ^[4] identified five types of study designs: descriptive, exploratory, correlational, causal, and explanatory. The exploratory design was utilized to express the researcher's views as well as the responses of the participants. The qualitative exploratory research design was useful in identifying previously unexplored challenges that Afrikaans teacher moderators face during grade 12 school-based assessments moderation at Ekurhuleni-North District. The primary motivation for conducting exploratory research was to learn more about the facts, context, and fundamental difficulties surrounding the scope and the challenges faced by Afrikaans teacher moderators at Ekurhuleni-North District.

According to Brown (2017) ^[8], a research strategy is a procedure with a plan of action that gives the researcher direction and allows them to perform research methodologically and on time. As a result, a research strategy is a plan for accomplishing the study goal while also responding to the research questions (Sekaran & Bougie, 2016) ^[50]. The current study used phenomenological strategy as a qualitative research strategy. This was due to the peculiar nature of phenomenology strategy. The phenomenological approach allowed collecting data on respondents' lived experiences. The exploratory research design works well with the phenomenological research strategy to investigate the challenges Afrikaans teacher moderators face. The target population is the group of people from whom the researcher would like to acquire the results. The population of this study includes Afrikaans teacher moderators in Ekurhuleni-North District.

According to Creswell and Poth (2016) ^[12], the number of informants will be determined by the informational need of the inquiry, which will ensure that research questions are answered. This is confirmed by saturation theory, which states that no additional data will be obtained after a certain sample size has been reached (Yin, 2016) ^[57]. Because of saturation theory, the researcher interviewed two people, asking open-ended questions about Afrikaans teacher moderators' nature, scope, and challenges. According to Dannels (2018), data analysis determines the significance of data and filters out extraneous data, limiting the final information to manageable scopes. The researcher aimed to split the stories of the participants into primary themes, guided by the research

questions and research objectives: 1) Curriculum change, 2) Learner Performance, 3) Time constraints, 4) Lack of resources, 5) Marking guidelines, 6) Disorganised files and 7) E-Moderation.

In order to analyze the qualitative data, deductive transcription was performed on recorded interviews. The key technical aspect of thematic analysis was coding. The coding process did not conclude independently, but it did result in narrative analysis (Creswell & Poth, 2016) ^[12]. Thematic analysis was appropriate because it allows the researcher to conduct fieldwork while sensitizing notions from the literature review (Bell *et al.*, 2018) ^[4]. This means that the numerous themes that emerge during the study's analysis align well with the literature review. Because of thematic analysis, the data collection procedure and data analysis become inextricably linked throughout the study. As a result, the research team conducted a thematic analysis of themes and subthemes. Included ethical aspects are confidentiality, anonymity, zero damage, and permission. The results, discussion, and interpretation of the findings are covered in the section.

Findings and Analysis

1. Introduction

The key objective of the current section was to explore 2 personal interviews. The discussion is based on interviews thematic analysis. An evaluation of the challenges that Afrikaans teacher moderators face during grade 12 school-based assessments moderation at Ekurhuleni-North district is made. Importantly, how research questions have been answered will be given while also correlating research results to the theoretical and empirical literature. Finally, based on the study results, the recommendation and conclusions will be given regarding the challenges that Afrikaans teacher moderator's face are also presented.

2. Presentation Interpretation and Discussion of Findings

This section describes the actual data analysis process. The research explains the fundamental analysis in detail based on semi-structured interviews and qualitative thematic analysis. Data was collected using a semi-structured interview guide. Data were collected from 2 participants and all are Afrikaans teacher moderators based in Ekurhuleni-North district, South Africa. All the respondents were selected using the convenient sampling technique. Data gathering drew the main themes. The following predetermined themes were obtained from the respondent's answers. These themes are used for data analysis in this qualitative study. All themes are listed and explained, and the interviewee's comments are also mentioned. An analysis will be done after that. These themes are:

- Curriculum change
- Learner Performance
- Time constraint
- Lack of resources
- Marking guidelines
- Disorganized files
- E-Moderation

Table 1: Qualitative data from media reports, newspapers and journals.

Report/newspaper	Issue	Period	Collected themes
MBC Times	1	2013	Learner Performance
Business Tech	1	2017	Learner Performance
Unisa.ac.za	1	2013	Curriculum Change
S.A. Breaking news	1	2015	Lack of Resources
www.suaire.suanet.ac.tz	1	2014	Lack of resources
Researchgate.net	1	2016	Curriculum Change
The independent Journal of teaching and learning	2	2015-2020	Curriculum Change Learner performance
Cambridge Assessment	1	2015	E-moderation
Research on humanities and social science	1	2016	Disorganized files Learner performance
South African Journal of education	1	2018	Marking Guidelines
British Educational Research Journal	1	2012	Time constraint

The next themes are explored, based on semi-structured interview.

1. Themes 1: Curriculum change

This themes was hauled out from responses to a question that interrogates research subjects to elaborate on how teachers are affected by curriculum change. This themes contains Afrikaans teacher moderators' sentiments. Next, the research has extracted sentiments from two moderators.

"It is hard to cope because the change is happening too fast and we are not properly trained to moderate using the new curriculum. To us the new curriculum is confusing. It is like we are learning as well, and we do not even understand some of the things which makes it hard to moderate"

"I am struggling to implement the new curriculum. I have to read every day to prepare for the tests when they come for moderation."

2. Implications and discussions

The respondents think, on the whole, that it is necessary to verify the information before drawing inferences from it. Teachers responsible for moderating student work in Afrikaans classrooms need to become familiar with a plethora of novel educational ideas, but they do not know what is expected of them. According to the responses, every respondent is having difficulty adjusting to the new curriculum. Moodley (2013) ^[41] suggests that teacher moderators were not appropriately prepared for the realities of the new curriculum by CAPS-related training, which just assured that they understood the policies. These results are reinforced by Moodley (2013) ^[41]. In a similar vein, this is consistent with the findings of Maharajh, Nkosi, and Mkhize (2016) ^[37]. They state that due to a lack of resources, unqualified teachers, and support from the DBE, teacher moderators are not properly educated to mark new content under CAPS, nor are conditions ideal for implementation. They also argue that this is because conditions are not ideal for implementation.

Similarly, according to Du Plessis and Marais (2015) ^[19], students, teacher moderators, and teachers have much work. A shortage of resources has not been addressed, leading to a higher failure rate and low performance in subjects such as mathematics and Afrikaans. This theme implies resistance to the adjustment of the curriculum and that there is a need to educate and train the moderators first so that they can moderate easily and without having to struggle.

3. Themes 2: Learner performance

This theme was pulled out from the response of a question that enquires about the students' learning skills to become productive members of society. Many students tend to struggle in Afrikaans classes, resulting in them dropping out after being moderated. The learner's performance as a challenge to Afrikaans teacher moderators will be highlighted in this theme. Next, the research has extracted sentiments from respondents.

"Most teachers seem to be teaching Afrikaans just to get it over with and not really to make the student understand the language."

"Learners who can read the Afrikaans language do not understand it still and are not able to write clearly. Most students are spoon-fed"

4. Implication and Discussion

Generally, respondents suggested that students do not understand the Afrikaans language. Education is seen as incredibly important worldwide, but no countries handle it in the same manner - some are better than others (MBC Times, 2013). In a study of academic achievement in 57 nations, Finnish students came out on top overall (Wilde, 2015) — and only the top 10% of college graduates are allowed to enter the teaching profession in Finland (U.S. DoE, 2011) ^[55]. Furthermore, in Finland, teachers have assistants who have been trained to aid challenging students (Hendrickson, 2012) ^[28]. In England, 1% of teachers are Advanced Skills Teachers, which means they produce excellent student outcomes, have the excellent subject knowledge, and can advise on best practices; they can plan both operationally and strategically to ensure successful learning; they are highly skilled at assessing and evaluating; and they mentor and support other teachers, including coaching and training both in their schools and in other schools (Brighouse & Woods, 2013) ^[7]. This suggests that 99 percent of teachers lack the necessary skills to generate proficient students, making work hard for teacher moderators. Learners want informed and skilled teachers who have been trained in effective teaching methodologies to impart academic knowledge and skills that will improve performance (Du Plessis & Letshwene, 2020) ^[20]. Ideally, teachers should employ current and relevant teaching materials in the teaching and learning process. They can easily moderate when moderators come in, knowing that the teacher did a good job (Ige and Ogunleye, 2016) ^[29]. In terms of education, South Africa is falling behind (Jacobsohn, 2017; Du Plessis & Letshwene, 2020) ^{30, 20]}. According to Spaull (2017) ^[52], most students develop learning deficiencies in primary school and take them with them as they proceed through subsequent levels. If poor-performing learners who had been removed from the system were taken into account, Davis (2017) ^[14] warns that the genuine Grade 12 pass rate in 2016 would be 40.2 percent (not 72.5 percent). Because the dropout rate was not considered, Business Tech (2017) ^[9] agrees with those figures. Since then, the official pass rate has risen to 75.1 percent in 2017. The number of teachers, their quality, their dedication to duty, and their effectiveness on the job all have a role in perfect moderation (Ahmad, 2016) ^[1]. The implication is that Afrikaans teacher moderators are concerned about low learner performance, a lack of skills, commitment, and motivation. Furthermore, students are unprepared for tertiary education. According to the research evaluation, learners require qualified teachers who teach the material according to the marking guidelines to impart academic information and skills focused on improving learner performance.

5. Themes 3: Time constraint

This theme was drawn from the challenges Afrikaans teachers' moderators face and the reaction to the question that asks the respondent about another challenge they are facing as teachers moderators. This implies that time constraint is a challenge based on respondents' answers. Below are sentiments from respondents.

"We are not given enough time to moderate SBAs grade 12."

"Two days is just not enough for us to moderate the problems coming from our need to travel and traffic on top of that. Because of time, we are forced to produce work not done properly."

6. Discussion and implication

This theme is vital in evaluating the issue of time constraints in schools under the Ekurhuleni-North District. Based on sentiments from respondents in this theme, respondents agreed that there is a problem with the amount of time they are given to moderate SBAs in grade 12. Those teacher moderators will complete the moderation of Afrikaans SBAs for Grade 12 within two consecutive days. The process of moderation will typically take place on Friday and Saturday. The problem of time constraints is another obstacle that has been brought up. This can sometimes cause teacher moderators to not do their best work in moderation or reduce the overall quality of the work or moderating that is done. This is supported by Connolly, Klenowski and Wyatt-Smith (2012) ^[11], who suggests that although it should be appreciated that this district has piloted some of the topics should be regulated through e-moderation, which is something that should be done, the fact that the district has done so is not a positive thing. Sadly, this vital activity will only be targeted for two days or given such a little amount of time. Scanning portfolios support this before digitally uploading these documents is the most time-consuming challenge. When manually moderating, much paper is wasted (Rajamany *et al.*, 2020) ^[45]. Another issue with paper-based moderation is "inconsistent record-keeping" and the concern of losing moderation evidence. When portfolios are couriered to "out of town" colleges, costs are incurred in addition to the costs of paper, printing, and other consumables. The issue of time constraint implies that moderation will not be done properly, and the teacher moderation will be forced to deliver work that is not up to standard.

7. Themes 4: Lack of resources

This theme was drawn from the challenges Afrikaans teachers' moderators' face and the reaction to the question that asks the respondent about another challenge they are facing as teachers moderators. This implies that the Lack of resources is a challenge based on respondents' answers. Below are sentiments from respondents.

"Lack of resources has caused problems for us as we moderate because, in some schools, they cannot fulfill some tasks set for them, and when the work comes for moderation, we are then forced to write a report. That undermines the teacher."

"Lack of resources in schools makes our relationship with teachers bad because we have to be honest about the assessments. The ministry should buy more resources, especially in our districts, because some of the work we have to moderate is not up to standard."

8. Discussion and implication

This theme is vital in evaluating the issue of the Lack of resources in schools under the Ekurhuleni-North District. Based on sentiments from respondents in this theme, all the respondents agreed that the Lack of resources was a major challenge. The efficiency of teacher moderators might be negatively impacted when there are insufficient resources available (Mbugua, Reche and Riungu, 2012) ^[40]. Learners' potential to acquire new information is significantly impacted by several factors, one of which is the accessibility of various learning aids (Department for International Development, 2011) ^[16]. Learners attending classes in schools with insufficient resources typically lag behind their colleagues by reaching the third grade (Equal Education, 2015) ^[22]. According to Loh (2016) ^[35], students who attend schools that have insufficient supplies of learning resources are putting themselves at an educational disadvantage. The educators at those institutions have low expectations of their students, making it hard for teacher moderators to moderate those students effectively. When the students realize that, their academic performance suffers directly.

On the other hand, having sufficient resources can improve one's academic performance (Jacobsohn, 2017: 1) ^[30] or keep it stable (David, 2014) ^[13]. Most public schools in South Africa are not equipped with appropriate laboratory equipment, which makes education more challenging (Dhurumraj, 2013) ^[17]. According to David (2014) ^[13], learners need resources to transfer information and facts and maintain their interest in a subject that requires laboratory work. According to Dhurumraj (2013) ^[17], the availability of resources is a critical factor in determining whether or not theoretical and practical teachings are successful. Learner performance, on the other hand, would be below par even when there are skilled teachers present in schools that have enough resources if there is not enough time allotted to finish the curriculum. Therefore, teachers need to be equipped to make life easier for teacher moderators. The implication is that teacher moderators will have a hard time effectively moderating students who are lagging because of a Lack of resources. The teacher moderators are forced to moderate the assessment effectively following the marking guidelines despite the student not having resources. This led to a poor relationship between teachers and teacher moderators. As teacher moderators' they are seen as fault finders than being moderators. It is not good even for teacher moderators to downgrade the other teachers' work because of a Lack of resources.

9. Themes 5: Marking Guidelines

This theme was drawn from the challenges Afrikaans teacher moderators face and the reaction to the question that asks the respondent about additional challenge they face as teacher moderators. This implies that marking guidelines that teachers are using are challenging based on respondents' answers. Below are sentiments from respondents.

"The marking guidelines that the teachers are using seem to be different from what moderators use. There is no link between us moderators and teachers regarding marking guidelines that make our work hard."

"I think we should have the same guideline with the teachers because when we assess the papers, it will seem like we are undermining the teacher's efforts."

10. Discussion and implication

Based on the respondent's answers, marking guidelines challenge Afrikaans teacher moderators. The educators in Afrikaans are not following the marking criteria as they should be. This is a significant problem. Keeping in mind that one of the primary responsibilities of a teacher moderator is to ensure that the learners' SBA tasks and the marking level on their assignments are consistent. It is a terrible thing that this issue occurred since it tarnished the reputation of teachers in schools by giving the impression that they are unable to conduct their jobs properly, supported by Khuzwayo (2018) ^[33], who suggests that the marking guidelines were not followed throughout the marking process. The teacher moderators are expected, to some extent, to remark and edit those submitted tasks in order to ensure that they adhere to the marking guidelines. Because of this, there was a lack of respect between the professors and the teacher moderators. As teachers, moderators are more often viewed as problem solvers than moderators. It does no one any good, not even the teacher moderators, to put down the other instructors' work because every educator is appointed based on their merit, competence, and capabilities to perform and flourish in their work (Ahmad, 2016) ^[1]. The implication is that teachers and teacher moderators will have a hard time getting along because the teachers will feel like the teacher moderators are sabotaging them when in fact, the teachers are not following the marking guidelines.

11. Themes 6: Disorganised files

This theme was drawn from the challenges Afrikaans teacher moderators face and the reaction to the question that asks the respondent about another challenge they face as teacher moderators. This implies that disorganized files are a challenge based on respondents' answers. Below are sentiments from respondents.

"Teachers are not organizing files according to prescribed texts, making it hard for us to moderate effectively."

"Disorganised files are a big problem with these teachers. It seriously needs some attention. I think it is best to teach the teachers how to organize the files according to the prescribed texts first to solve the issue of disorganized files."

12. Discussion and implication

Based on the respondent's answers, disorganized files were a big challenge. Afrikaans teacher moderators. The educators in Afrikaans are not organizing the files according to the prescribed texts. This is a significant problem. Teachers should keep in mind the dates that moderation will be done so that these issues can be solved. When teachers disorganize their files, it means more unnecessary work for teacher moderators who already have no time for it (Ige & Ogunleye, 2016) ^[29]. Teachers should be taught or at least make an effort to learn how to organize the files according to the prescribed texts. This is supported by Rajamany *et al.* (2020) ^[45], who suggested that teachers should make sure their files are organized, which will help students as well as have an organized teacher. If the files are not organized, it will be more unnecessary work for the moderators when they come to do their job.

13. Themes 7: E-moderation

This theme was drawn from the challenges Afrikaans teacher moderators face and the reaction to the question that asks the respondent about another challenge they face as teacher moderators. This implies that based on respondents' answers, e-moderation is a challenge. Below are sentiments from respondents.

"Honestly, I do not know how to use e-moderation. I only have basic computer skills."

"I only know how to use Google docs. This e-moderation system is really new to me. We just need training first when it comes to e-moderation because some of us are not good with computer programs and systems."

14. Discussion and implication

Based on the respondent's answers, e-moderation is a challenge to Afrikaans teacher moderators. The educators in Afrikaans are not trained in using computer systems, and some even have basic computer skills only. This is a significant problem. These observations corroborate previous research that suggests assessors' attitude to online standardization may be impeded by their uneasiness with technology and the ability to interact with an e-Moderation system (Child, Munro and Benton, 2015; Rajamany, Van Staden and Van Biljon, 2020) ^[10, 45]. None of the respondents expressed any apprehension about employing technology. The fact that respondents were teacher moderators whose occupations require proficiency with digital tools is one explanation for the discrepancy between this study's conclusions and the literature examined. The interviews and focus groups in this study segregated I.T. and CAT educators, but the literature generalized the difficulties to all educators. As a result, it is not unexpected that these teacher moderators are either adept at using foreign technologies or have the desire to learn. This issue of e-moderation implies that without proper training, the moderators will not be able to use the system fully, which will not change things in terms of cutting the time moderators take to moderate a student's assessment.

Recommendations

In light of the study that this article is built on, the researchers propose the following recommendations (for each identified challenge):

1. Instead of adopting an altogether new curriculum each time the Minister of Education changes, it is suggested that the DBE slow down on curriculum change and grow from one curriculum to the next, taking the best components of the previous curriculum and incorporating them into the current curriculum. The DBE's competent facilitators should present more seminars. Crash courses do not adequately educate teacher moderators to modify the curriculum when moderating student assessments successfully.
2. All schools, particularly those in impoverished areas, should have more resources. Each district should ensure that its schools have functioning libraries and science/computer labs. The availability of resources is crucial for the curriculum's successful implementation, making effective moderation easier.
3. Annotation software that is easy to use and "top tier" should be included in the e-Moderation system. The district should adopt a 100% subject e-moderation to substitute a manual moderation. I would recommend that the Afrikaans should be included in the e-moderation. This will assist in quality assurance purposes, and accurate and precise results will be achieved.
4. The teacher moderators should be given five working days to moderate the school-based assessments for Grade 12s. This will give moderators adequate time to do their moderating work thoroughly. Even the feedback given to schools will be one of developmental, realistic than formality purposes that are currently dominated or produced.
5. The schools are recommended to conduct internal departmental memo discussions at the school level in marking SBAs (i.e., project, assignment and controlled tests). This will assist the teachers in marking according to the guidelines outlined, and open-ended questions will be marked uniformly and objectively. Doing so will minimize the negative feedback from teacher moderators that says teachers are not following marking guidelines when they are marking.
6. The study recommends that the departmental head for Afrikaans / or SAT coordinator at schools thoroughly check the files upon submission to the centralized venue to avoid unnecessary mistakes that could be avoided at an early stage of submission. The standardized checklist should also be utilized to ensure that all documents needed in files are arranged accordingly.

Conclusion

The challenges that have been identified up to this point can, for the most part, be categorized as having a contextual origin, and the findings can provide several theoretical and practical lessons to be learned from them. As the recommendations imply, these include suggestions that could benefit the DBE and comprise recommendations that convey such suggestions. This article's contribution to theory is twofold: firstly, the theory can be used by other researchers because it has been verified (against data and literature). Secondly, the practical implication is that the DBE can use it to minimize the challenges faced by local teacher moderators. The contribution that this article makes to theory is twofold: firstly, the theory can be used by other researchers because it has been verified (against data and literature); and secondly, the practical implication is that This issue is essential since the Republic of South Africa is getting closer to the fourth industrial revolution, in which many things are encouraged to be online. The study stated that one of the important points is the digitalization of moderation.

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