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**Differing social positions and the realisation of evaluative criteria for
transactional writing in the senior grades**

by

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KRGJAR001

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Master of Philosophy in Education**

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University of Cape Town

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i. Declaration

I declare that *Differing social positions and the realisation of evaluative criteria for transactional writing in the senior grades* is my own work and that it has not been previously submitted, in whole or in part, for any degree or examination at any university. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signed:

Jared James Kruger

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ii. Acknowledgements

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iii. Abstract

This study looked at the requirements – evaluative criteria – for transactional writing as they are specified for the Grade 11 level in current curriculum policy. Finding that the requirements are poorly specified, or weakly framed, the study addressed the question of what criteria teachers draw on in assessing transactional writing if not criteria offered by the curriculum.

The study linked teachers' expression of the evaluative criteria to their social positioning. The research explored the relationship between teachers' articulations of the criteria for transactional writing and their social position. This analysis was considered in relation to the official policy.

The sample was drawn from four separate secondary schools in the Western Cape, South Africa: two of the schools can be described as predominantly working class and two schools as predominantly middle class. Two teachers from each of the schools were interviewed. The teachers selected were teachers who taught English Home Language at Grade 11 and 12 levels.

The study made an argument for defining social class in terms of social positioning rather than clearly defined class categories. Establishing that the evaluative criteria are largely left to the teachers to establish for themselves due to the policy being largely underspecified, the study then looked at what teachers were drawing on if not policy. The study also explored if there was any difference between teachers who are differently socially positioned and their evaluative criteria.

The findings of the study showed, although there are differences, neither the teachers who are working class positioned nor the middle class positioned teachers were always able to realise the evaluative criteria for the transactional writing.

The study made the argument that the policy, with regards to transactional writing, needs to specify the evaluative criteria clearly if teachers are to provide access for the learners to the specialised knowledge of producing a piece of transactional writing.

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Chapter 1: Rationale and Research Question

1.1 Rationale

Basic communication in writing in today's world is essential. Basic communication in writing would be writing that serves a practical purpose. Functional writing or, as it is described in the National Curriculum, *transactional writing*, is that writing that serves a practical purpose. Examples of this kind of writing are: letter and email writing; filling out of basic application forms; text messaging (sms) on cellular/mobile phones etc. Tertiary institutions and employers bemoan the ability and quality of writing – in the language of English – of the individuals leaving school in South Africa (Ayliff 2010). There is a growing body of research that shows that the schooling system is in a crisis and that this crisis is linked to the low levels of literacy being achieved by learners at different levels of the educational system (Pretorius 2002; Macdonald 2002; Fleisch, 2008).

Along with the importance of research in this area of literacy, my experience as an English teacher of the lack of clear specification in the curriculum and in the assessment policy (the rubric in particular) of the requirements for teaching English has inspired my interest in this research. There is also a paucity of research within the teaching of writing at schools in South Africa, especially in the final years of school.

My research focus is directed at policy, more specifically the South Africa Curriculum Statements (NCS) and the assessment policy, specifically the rubric used to assess writing, and how the current policy either provides access or denies access to the criteria that need to be realised in order to produce a piece of transactional writing. As a teacher working with the policy, specifically the curriculum for the senior grades and the rubrics used to assess writing, I have found that it is strong on the outcomes or aspirations but very weak on what is required to achieve the outcomes or aspirations. In other words the curriculum is underspecified.

If policy is underspecified, then the teacher is required to generate the criteria for success in the learning area (i.e. the teacher must specify the criteria for the transactional writing) for the learner. This is problematic when that teacher is unable to specify the criteria for him or herself. My interest in this regard is sociological, stemming from my reading, especially the work of Bernstein. Because of this interest in social class and learning I want to explore how differently socially positioned teachers specify the criteria if the policy is in fact poorly specified.

Since English is given such a high priority in education – as indicated by the pass requirements (a home language needs to be passed with a minimum of 40% in order to pass the year) – research in this area is very important. Christie makes a pertinent remark regarding the subject English in her piece entitled ‘Verticality in Subject English’: “Today, so significant is subject English, success in it is now an important passport to many avenues of privileged life and education. Yet, ironically, given its increased importance, the nature of English is increasingly elusive, its mastery not available to many students” (2007: 156). How elusive are the criteria for “mastery” in writing in the South African context?

English teaching particularly in the area of writing in the final years of school is neglected in the research literature. This could be for numerous reasons; it is perhaps more difficult looking at high school learners than looking at very young learners. In my correspondence with Frances Christie, who works in Australian contexts, it was pointed out that it is apparent from several studies around the world (including some in Australia) that performance in the English skills of writing and reading tends to drop off in early adolescence as children enter secondary school. Christie maintains that this is partly due to the transition from childhood to adolescence and the changing curriculum of the secondary school, but it is also to do with the changes in the nature of the literate mode that students have to deal with as they enter secondary school. She goes on to say that it is not always clear what methods of analysis are best suited to examining what young people in late adolescence are doing in subject English, and what constitutes success (Christie, 2011, personal comment).

It is not always clear what is expected of students by years 11 and 12 – the English curriculum seems to be full of laudable aspirations for students of English, but thin in terms of advice on how those aspirations are to be achieved. Similarly, the actual assumptions around why English is worth studying are not always clear. These laudable aspirations are present in the policy documents, the curriculum as well as the actual evaluation or assessment of the subject. To establish what counts as success in English one need look at the assessment or evaluation of the subject.

Bernstein (1990: 165-218), in a broad sense, argues that the understanding of pedagogic practices lies in evaluation: what gets evaluated is what really counts as success. It is then important to look at the examinations and assessments in the senior grades, in particular at the marking memorandums or assessment rubrics for Grade 11, if we are to establish *what counts* for success in transactional writing.

1.2 Transactional writing and its assessment in the NCS

At the end of the Grade 10, 11 and 12 years, English Home Language is examined using three papers. Paper 1 is language, Paper 2 is literature and Paper 3 is writing. These three papers are marked out of 70, 80 and 100 marks respectively. Paper 3 is the most heavily weighted for the National Senior Certificate. Indicating that success in the writing component is significant for successful results in the overall examination.

Paper 3 is broken into three sections which make up the 100 marks. Section A is a 50 mark essay; Section B is a 30 mark transactional piece and Section C is a shorter transactional piece which counts for 20 marks.

Transactional writing is that writing which falls into what is described as practical and functional writing, consisting of letters, emails, faxes, memos, directions etc. It is important to note that the examination separates transactional writing and essay writing – the 50 mark essay is not considered a transactional piece. The distinction between the short transactional or functional writing and the longer creative essay type writing, however, is not made clear in the curriculum document.

Transactional writing or functional writing therefore counts for 50 percent of the writing paper.

The question I found myself asking in the classroom is; what should I be teaching and where do I find this? What counts as success in transactional writing? Is it the recognition and ability to reproduce the various formats which fall under the transactional writing section that is important? Or is it also the ability to write for meaning within the transactional writing section? More importantly, if it is a struggle in a well-resourced context with teachers with strong educational backgrounds, how do teachers in less advantaged social contexts discern the criteria for success?

It has been my experience, as a teacher, that the transactional writing lesson generally consists of the recognition and teaching of format; the friendly letter format or formal business letter format etc.

There is also a strong focus on what I would like to call ideological subject matter – an example of this is the presence of letters of application to jobs etc. This ideology tends to focus on life skills or vocational subject matter and neglects writing as a skill in and of itself. The writing then tends to focus on the formalities rather than content. What happens when the focus of transactional writing is on format? A lesson that simply looks at ‘format’ assumes the ability and skill of the learner with regards to the actual writing of this transactional writing – the ‘writing part’ is backgrounded while the format is foregrounded. Writing involves a range of knowledges and skills and is not simply a

study of format. I have found it difficult to establish what should be taught for the learner to be successful. Does the curriculum offer clear specified criteria, or do the assessment guidelines? What criteria are teachers drawing on, if not on the policy? What do teachers articulate as success in transactional writing?

1.3 Evaluative Criteria

According to Bernstein, the evaluative criteria are those criteria that need to be realised in order for transmission to take place. In order for a learner to realise the criteria they must possess the following two rules: the recognition rules and the realisation rules (Bernstein 1996). According to Bernstein, the recognition rules are at the level of the acquirer and deal with the acquirer's ability to recognise the specificity of the context they are in. The realisation rules deal with actual the production of a legitimate text or communication within the context. 'Simply, recognition rules regulate what meanings are relevant and realisation rules regulate how the meanings are to be put together to create a legitimate text' (2000: 18). Bernstein argues that many children of the marginal classes possess the recognition rules, in that they recognise the power relations they are involved in, but they do not possess the realisation rules. These children are unable to produce the expected legitimate text. They do not however recognise the evaluative criteria. 'Evaluative criteria' is a central concept in this thesis, used to consider how curriculum gives access to the recognition and realisation rules for transactional writing.

The work of Morais and Miranda (1996) is useful in understanding what is meant by 'evaluative criteria' and what the implications are for making them explicit. Their work looks at teachers' evaluation criteria with respect to the subject of Science. They usefully define making the evaluative rules explicit as 'clearly telling children what is expected of them, of identifying what is missing from their textual production, of clarifying the concepts, of leading them to make synthesis and broaden concepts' (Morais & Pires, 2002:8). Morais et al work with the evaluation criteria in terms of the extent to which learners, in a science context, have both the recognition and realisation rules for the assessing of the subject science. Their argument is that the more explicit a teacher's evaluative criteria, the higher success, or acquisition of science knowledge, for a learner. This argument is similar to that made in this thesis regarding the evaluative criteria for transactional writing.

1.4 Research question and sub-questions

From the above observations the following research question and sub-questions have been developed:

What is the nature of the criteria for achievement in transactional writing in Grade 11 in policy and in teachers' articulations?

- a. How are the criteria articulated in the available policy?
- b. How do teachers articulate the criteria themselves?
- c. Are there any differences in these articulations which are related to teachers' social positioning?
- d. Is there a relationship between the curriculum articulation and the teachers' articulations of the criteria?

1.5 Overview of approach

This study begins by analysing the National Curriculum Statement in terms of its articulation of the criteria for transactional writing in Grade 11. The study then looks at the assessment rubric used to assess a piece of transactional writing in an examination. The analysis of the rubric is also used to establish what criteria are being used to judge a transactional piece – in policy. The study then goes on to look at the teachers' articulations of the criteria used to judge transactional writing. This is done by looking at teachers' marking as well as interviewing them about their judgements and assessment. I looked at four schools, two situated geographically in a predominantly working class area and two in a predominantly middle class area. I asked for access to two teachers from each school, therefore a total of 8 teachers were targeted for my sample. In one instance I was able to access three teachers from one school.

Chapter 2 of the thesis looks at the literature around the following: the subject of English language and the South African context and curriculum; writing criteria more generally; evaluative criteria and writing assessment; subject English and how it is rendered; and social class.

Chapter 3 sets out the theory which is applied to the study, where the focus is on the work of Bernstein. The chapter also expands on my conceptualisation of social class and positioning as well as expanding on the methodological approach of the study.

Chapter 4 deals with the analysis of the policy, which is called the National Curriculum Statement (NCS).

The main analysis of the interviews with the teachers and their assessment of transactional writing is in Chapter 5. It is this chapter that explores the differences between teachers' articulations of the evaluative criteria in relation to their social positioning. Chapter 6 concludes the thesis with a discussion of the findings.

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Chapter 2: Literature Review

2.1 Introduction:

There is a wide range of literature that explores *writing* and a large body of literature focused on *curriculum*. There is, however, limited research on ‘writing’ as it operates within the curriculum. There is also very little literature on the social positioning of teachers, and how this may or may not influence their realisation of evaluative criteria for writing, especially at the secondary school level. Nonetheless, the literature in relation to these two aspects of my thesis that I was able to locate is reported in this chapter. I do this to position my own question around what teachers draw on if the curriculum does not provide, adequately, the criteria on which to base judgements. My interest in writing criteria, curriculum and teachers’ social positioning is looked at in relation to the broader research field. I begin by locating my study within the South African context. I then look at writing more generally with regards to what is expected of a developing writer. Essentially this section will explore what evaluative criteria are used to measure the success of a piece of writing (albeit argumentative essay writing) and how these evaluative criteria are structured. I then look at English, the subject, and how its conceptualisation within the curriculum has been explored in research. The literature around the subjects’ conceptualisation in this section is located within an Australian context, but is easily relatable to a South African context, as will be shown. The focus in this work, as in this thesis, is on the *visibility* of criteria within curriculum. Finally I look at the more uncharted and tricky conceptualisation of social positioning in relation to teachers. I am interested here in visibility of criteria in relation to teachers and their social positioning. I turn to, primarily, Hoadley’s (2005; 2007) work here to make an argument for teachers’ social positioning as an important aspect to consider in the explanation of schooling processes.

2.2 A South African perspective and context

The literature that deals with current research into curriculum and writing in Home Language in the South African context is limited. There is, however, a growing body of literature that explores writing within English as a First Additional Language (FAL) or second language (ESL). Although I am focusing on First Language in the current study, there are numerous similarities with regards to the problems within policy in both first language English and ESL.

In the article entitled, “‘Why can’t Johnny write? He sounds okay?’ Attending to form in English second language teaching’, Ayliff (2010) articulates the dismal South African position with regards to the academic literacy skill levels of students entering tertiary education. Ayliff points out students’ ability, or lack thereof, to write on entering first year level tertiary education.

According to Ayliff, there are three reasons for this position that many students find themselves in and they are: Outcomes Based Education practices; the way English is taught; and the teachers themselves (2010: 2).

For my purposes I focused on Ayliff’s findings with regards to OBE practices, since this criticism is levelled at policy. Ayliff suggests that the policy is difficult to translate into practice; that there needs to be a ‘methodological syllabus reflecting the linguistic forms of English that will lead to [teachers’ students] mastering accurate written discourse’ (2010: 2). The argument Ayliff makes is that there needs to be a shift from a ‘meaning-focused communicative curriculum’ to one that focuses on the form of the language. This form refers to the deliberate concentration on syntactic or morphological aspects of language (2010: 4). Ayliff argues for a more specified curriculum in relation to language structure specifically. Although this is an argument being made for First Additional Language, there are parallels to first, or home language curriculum. These parallels are clearer when looking at the curriculum policy for first language – where policy is also ‘difficult to translate into practice’.

2.2.1 Curriculum policy in South Africa

Umalusi Council sets and monitors standards for general and further education and training in South Africa in accordance with the General and Further Education and Training Quality Assurance Act, 2001. Although Umalusi offers some insight into the problems with the South African curriculum, this insight is often in a more general manner and not always clearly subject focused.

A publication entitled ‘Comment on existing models of “intended curriculum” standards’, Umalusi highlights some of the problems that curriculum and assessment in the South African school system face. This publication summarises the findings research, conducted by Umalusi, which looked at ways of assessing the standards of the ‘intended curriculum’. Although there are a number of conclusions drawn, the following conclusions are important:

“Syllabus evaluations need examinations, examination evaluations need syllabuses” (Umalusi, 2008: 17). Umalusi is pointing out the importance of a) a syllabus, or put another way: of content and b)

assessment. And that one needs the other. Assessment is essential for the evaluation of a syllabus or curriculum. Assessment also ideally should restate the criteria of the syllabus, and exemplify the *standard or level* at which it should be taught. I will look at the assessment of writing as it operates in the examination of writing as well as the curriculum itself in order to discern the specification of criteria.

The Umalusi research highlights content specification as being a very important component when establishing standards (2008:20). “Where an intended curriculum consists only of broad outcomes, it is not possible to make any evaluative judgements about its standard” (2008:20). Although Umalusi is referring specifically to measuring the standard of a curriculum this also applies directly to my study; if the content of a subject is not specified and the outcomes are only broadly framed then how do teachers evaluate the learners’ work fairly – against what standard are they measuring the success of a learner?

The actual content in English was consistently found to be problematic in the findings of each of the three Umalusi projects. “In the 2004 Matric Research, both English First Language and English Second Language evaluators felt that ‘it was difficult to establish what content should be covered and whether such content had in fact been reflected in an examination question paper’ (Umalusi 2004: 32).

Umalusi held that: “In the absence of such a content framework, however, it is not clear how Umalusi can make judgements about the intended curricula of English courses. It is essential that judgements be made, however, as language is clearly very crucial for all our learners” (Umalusi 2004: 32).

Umalusi’s 2008 Research Report looked at English, as a subject, in South Africa, as presented by the curriculum and assessment, compared to that of Ghana, Kenya and Zambia. Umalusi found that there was some confusion with regards to the approach to teaching writing in the South African curriculum.

Researchers found that the curriculum statement adopted a process-writing approach, while the learning programme guidelines adopted a genre based approach (2008: 12). This poor articulation as to the approach presents a problem for teachers. This discrepancy may confuse the focus of the

teaching of writing and will most certainly impact on the way in which writing is judged by the teacher.

The report also pointed out that the assessment rubric had ‘nuances in the phrasing’ – this too indicates a problem for a teacher who is trying to establish what criteria they are basing their judgements on. Since rubrics offer a criterion-based assessment, the rubric then needs to make sure that it is clear, specific and reliable. According to Umalusi, the difficulty with reliable criterion-based assessment lies in ‘the fact that each criterion needs to mean practically the same thing to a multitude of different people’ (2008: 27).

In my study, both the rubric and the curriculum for English Home Language will be looked at in terms of its clarity, specificity and potential for multiple interpretations.

2.3 Writing criteria

In this section I will look at research that explores ‘writing criteria’. What are the criteria a learner must achieve in order for that learner to be considered a successful writer? On what criteria do teachers base their assessment of a successful piece of writing?

There is little or no literature that pertains specifically to transactional writing. What follows is a consideration of some of the research that looks at writing and writing pedagogy more generally; as well as research into the establishing of evaluative criteria for writing. I will draw on literature that answers the following question: ‘what should a learner, or developing writer, know in order to be a writer?’ The answer to this question will provide me with a framework for considering what is expected of a developing writer and therefore a sense of what the evaluative criteria may be for writing.

There is no shortage of literature on ‘teaching writing’ and there are numerous approaches offered by the literature. There are, however, some well-developed and widely-accepted theories which offer a sense of what developing writers ought to acquire. Graham offers some insight into what a learner ought to acquire in order to write (2010). Graham claims that evidence-based practices seem to offer the most reliable practices of teaching writing at school and presents a number of evidence-based recommendations in the chapter called, ‘Facilitating writing development’ (Graham: 2010).

Graham identifies two major theoretical perspectives in writing which determine what developing writers need to acquire. They are the *cognitive/motivational perspective* and the *social/contextual perspective*.

The cognitive/motivational perspective:

Graham develops his conceptualisation of this perspective from Hayes' model and argues that skilled writing has three important elements (2010: 126). These are: (1) a development of a cognitive process 'planning, drafting, evaluating, and revising text'; (2) an enjoyment of, or 'positive disposition' towards writing; (3) acquisition of the relevant knowledge about 'different aspects and types of writing, the needs of the reader, and the topics addressed by the writer' (2010: 127). Graham adds to Hayes' model a fourth element – 'the need to automatize basic text transcription skills such as spelling and handwriting' (2010: 127).

The cognitive/motivational perspective claims that a learner needs to acquire the following competencies to become competent in writing: strategies (planning etc), motivation, knowledge (awareness of audience etc) and skills (spelling etc).

The social/contextual perspective:

What is missing from the cognitive/motivational perspective is the influence of social and contextual factors on writing competence. Graham uses Russell's model (1997) to explain the social/contextual perspective. The model suggests that macro-level social and political factors shape and are shaped by micro-level writing. In other words, the *what* and the *how* of writing instruction are shaped by contextual factors within and outside the classroom (Graham 2010: 128).

Using the two major perspectives above, Graham presents a number of evidence-based recommendations for driving instruction for developing writers. Although based on a small number of studies, he suggests that these recommendations provide a good foundation on which to build writing programmes for developing writers.

The following recommendations are given by Graham. These recommendations are for teaching instruction with regards to developing writers. Under each recommendation I have pulled out what the learner is to 'acquire' in order to develop as a writer.

1. *Establish typified, but flexible, classroom routines that support writers and their development*

Here Graham espouses the 'process approach' to writing which typically involves 'providing students with extended opportunities for writing; writing for real audiences; engaging in

cycles of planning; translating; and reviewing; personal responsibility and ownership projects; high level of student interactions, creation of a supportive writing environment; self-reflection and evaluation; and personalised individual assistance and instruction as needed' (2010: 130).

2. *Help students become strategic writers*

Strategic writers are able to: plan, monitor, evaluate, revise, summarise and draft. This includes such processes as sentence and paragraph construction.

3. *Teach basic text transcription skills to mastery*

Graham argues that explicit and systematic teaching of handwriting and spelling is critical for developing writing. Other basic skills could also be punctuation skills.

4. *Foster students' interest, enjoyment, and motivation to write*

The argument here is to create an environment that encourages writing. Graham suggests that there needs to be clear and specific goals set for what students are to accomplish in their writing.

5. *Increase students' knowledge about writing*

Students need to acquire 'discourse knowledge about the different purposes and forms of writing as well as knowledge about the topics of their compositions.'

In terms of my study, Graham's chapter articulates broadly what a learner needs to acquire in order to become a writer.

The present study is concerned with what the South African curriculum says learners need to acquire, and how this relates to what teachers articulate as the requirements. Christie's (2010) work is useful in thinking through the staged aspect of learning to write.

Christie suggests that there are four developmental phases in learning to write. Although they are linked to age, they are flexible, in that children develop at different paces.

Phase 1: Ages 6 – 8

Here the learner establishes the basic tools of writing and reading and some sense of basic grammar. These are, according to Christie 'the visible manifestations of literacy' (2010: 147).

Phase 2: Ages 9 – 13/14

Here there is the transition to ‘successful control of the grammar of written language’. In this phase children start to deal with ‘experience, information, ideas and knowledge in new ways, leading to the ability to handle abstraction, judgement, generalization and argument’ (2010: 147).

Phase 3: Ages 14 – 15/16

In this phase the learner expands and consolidates the linguistic resources.

Phase 4: Ages 16 – 18

Here there is further expansion and consolidation of linguistic resources and the learner is able to express value judgement and opinion.

Christie argues that the successful control of writing is dependent on a successful development through these four phases. A learner must be able to use a number of linguistic resources and these resources are gained at particular stages in a learner’s development.

This is helpful for my study in that Christie’s ontogenesis provides an outline as to what the learners in the Grade 11 year (ages 16 – 18) should be engaging with in terms of their development of the writing ability. Her study indicates that by Grade 11 a learner should be well on his or her way with respect to writing development. The learner in Grade 11 must be able to ‘move to abstraction’; a learner in this phase should be able to create abstract meanings of many kinds that take the writer (and the reader) away from immediate reporting of an event towards more abstract understandings and observations’ (2010: 155). This suggests that the assessment of writing in Grade 11 should also be focused on the learners’ ability to ‘move to abstraction’.

Does the curriculum or assessment policy in South Africa take cognisance of the ‘phase’ that the learner is in with regards to their writing development?

2.3.1 Evaluative Criteria

Although the available literature does not refer to transactional writing as a genre specifically, there is literature that considers criteria for the ‘argumentative essay’ and is helpful in its approach to establishing evaluative criteria for writing, which may be applied to the transactional writing.

In a paper entitled ‘Determining the Evaluative Criteria of an Argumentative Writing Scale’, Nimehchisalem investigated Malaysian lecturers’ views on the evaluative criteria to be considered in evaluating an argumentative essay. This investigation took the form of a questionnaire. There were three subscales, namely: organisation, content, and language skills. The analysis of these subscales was done statistically using factor analysis. A fourth subscale was developed: ‘task fulfilment’, which was looked at qualitatively.

The paper set out a review of the evaluative criteria to be considered in developing an argumentative writing scale. After a checklist was created, this was then taken to lectures (ESL) to investigate ‘the wording, inclusiveness and importance of the criteria’. Although this paper focused on argumentative writing, what was of particular interest in this paper for my study was the exploration of the ‘evaluative criteria’ for writing more generally.

Various writing scales for evaluation were articulated by Nimehchisalem. These writing scales provide dimensions on which to rate or base judgement of any piece of writing. Jacobs, Zingraf, Wormuth, Hartfile and Hughey (1981) developed a generic writing scale that had five dimensions. These were: content, organisation, vocabulary, language and mechanics. While Weir (1983) developed a generic scale that had seven dimensions: relevance and adequacy of content, compositional organisation, cohesion, adequacy of vocabulary for purpose, grammar, punctuation and spelling (2011: 58). And Cohen (1994) lists: content, organisation, register (appropriateness of level of formality), style (sense of control and grace), economy, accuracy (correct selection and use of vocabulary), appropriateness of language conventions (correct grammar, spelling, and punctuation), reader’s acceptance (soliciting reader’s agreement), and finally, reader’s understanding (intelligibility of text) as the major dimensions of the writing construct (2011: 59). This use of scales led me to developing a scale and helped to develop a vocabulary which could apply to transactional writing specifically.

Luke and Freebody (2003) use a model entitled ‘The Four Roles’ model, which sets out a ‘scale’ which is easily applied to most writing practices. This model is explored in more detail in chapter 3, where I establish the four roles model as a conceptual tool.

Nimehchisalem makes the point that the evaluative criteria need to be known by both the writing instructor and the student. This conclusion is central to my study. If the evaluative criteria are known then one can potentially ‘systematically diagnose’ problem areas, as well as strengths, in writing. According to Campbell (1998), if the student has a checklist with the evaluative criteria, one can improve the quality of teaching-testing ESL writing. Nimehchisalem also argues that without clear

evaluative criteria, writing instructors evaluate their learners' written work 'impressionistically'. This is obviously subjective and not desirable. This argument, around assessing and assessment validity and both the learners' and teachers' ability to access the evaluative criteria is central to my study as I look at both the teachers' articulations of evaluative criteria as well as the rubric, which is used to assess the transactional writing.

2.4 Subject English: 'visibility'

In the section that follows I will look at the literature which explores the English curriculum and suggest reasons for teachers needing to articulate their own evaluative criteria. The literature suggests that teachers, as well as learners, need to establish the criteria for themselves. I look at the work of Christie and Macken-Horarik. Both of these researchers work in Australia, however the policy with which they are working is not dissimilar to the South African policy as will be shown.

Christie and Macken-Horarik explore the link between Bernstein's concept of knowledge structures and subject English. If English can be described as a horizontal knowledge structure with 'weak grammars', and that means that the subject is constructed so that meaning is made up of a number of specialised languages which are segmentally organised (Bernstein 2000: 155 – 174 in Christie & Macken-Horarik 2007: 157), then what counts as achievement in subject English is an "adoption of a particular pedagogic position or 'gaze' (Bernstein 2000: 155 – 174 in Christie & Macken-Horarik 2007: 157).

According to Christie and Macken-Horarik the content of English has become more and more invisible with the introduction of more and more 'languages'. What has also become apparent is that there are ideologies at play within subject English which clearly favour certain value positions over others. This position is tacit and it is this tacit acquisition which creates a "situation that advantages some students rather more than others" (Christie 2007, 157).

Christie and Macken-Horarik highlight the need to find ways of addressing the tacit acquisition problem and suggests a development of a model for the discipline that is "more theoretically robust and more transparent" (2007: 157). This model would have to be "internally coherent, based on well theorised organising principles and articulated in a (meta)language that allows for progression up the years for all students" (2007:157).

If a learner is not well positioned to acquire the tacit requirements of subject English then it is clear that success in English for that learner will not be realised. This, according to Christie and Macken-Horarik, is particularly evident in contexts where learners are asked “to respond to open questions about unfamiliar texts, or to write responses to rather general questions and where the basis of the assessors’ judgments is left implicit” (2007:158).

According to Christie and Macken-Horarik (2007), if we look at the semantic quality of a successful learner’s response (an assessment like an essay question etc.) then we can establish the “linguistic dimensions of the relevant vertical discourse in English” (2007: 158). In other words, we can establish the features of a successful piece and make these features more explicit so that other learners will be able to realise success. Christie uses the metalinguistic tools of the SFL (systemic functional linguistics) to “highlight the orientations to meaning that are rewarded” (2007: 158). Using SFL, linguistic choices of a learner can be articulated.

In this paper Christie et al also articulate a number of ‘models of English’ that have been in practice from the inception of English as a subject. These models provide us with a sense of what ‘gaze’ is favoured and has been favoured over the history of subject English. The models are: the basic skills model, the cultural heritage model, the functional language studies model and the personal growth model.

In Christie and Macken-Horarik’s study, they found that the orientations that were more highly valued by teachers were: preference for abstraction, for restatement, for lexical and grammatical metaphor and for empathy and ethical discernment. The study used SFL to look at learners’ responses to an open question on a text.

SFL, according to Macken-Horarik, connects linguistic and social practices and it “enables us to look at any text or indeed at any clause in a text from the point of view of three major kinds of meaning: ideational, interpersonal and textual. Each metafunction provides a different ‘lens’ on the meaning potential activated in a text” (2005:3).

Macken-Horarik’s study showed that students’ assessment fates “rest on the texts they produce and the ways in which their readings mesh with those valorized (implicitly and explicitly) by teacher-examiners” (2005:12). She showed this by analysing examined responses of students who achieved at different levels. In looking at the responses and the mark they were awarded she was able to see how the student was able to, or not able to, read the “institutional hierarchies at the heart of the open

question” (2:2005). Essentially, Macken-Horarik found that learners who were successful were able to recognise and produce what the marker expected.

The use of the SFL provided Macken-Horarik with a metalanguage which enabled her to look at the text (students’ response to an open question on a literature text) and see what was ‘going on’ in each piece and what linguistic choices were employed by the students and finally what is valued by examiners (2005:3).

Macken-Horarik found that there were three reading repertoires which appeared to dominate at the different levels of achievement in the texts she used. She described these as: ‘tactical’, ‘mimetic’ and ‘symbolic’. Tactical reading responses were the least sophisticated and offered a basic response that demonstrated very local orientation to narrative. The mimetic reading focused more on the text as a whole, what could be seen, and the orientation to the narrative was empirical. While the symbolic reading was the most sophisticated and offered a global and symbolic orientation to narrative (2005: 11). The least successful reading was the tactical reading, while the mimetic reading was moderately successful and the symbolic considered the most successful. These repertoires are characterised by combinations of linguistic choices made by the learners.

Her analysis helped to highlight some of the patterns of choice in students writing as well as the “kinds of rhetorical resources they have access to in shaping their responses” (2005:11). Her research showed that some forms of participation in text meanings are more highly valued than others; that apparent openness of the curriculum is “confounded by the relative narrowness, hierarchies and exclusions of examination practices” (2005:12).

The study, ‘Senior secondary English and its goals: making sense of ‘The Journey’ by Christie and Humphrey, looked at how, in Australian schools at the senior level, the goals for English are difficult to identify, and that the criteria for assessment are poorly articulated (2008:1). The study looked at one unit of work for the final examination called an ‘Area of Study’, and what the students needed to do in order to succeed in that unit. The study pointed out that there was a degree of confusion around what the tasks require and how to guide and assist students through these tasks (Christie and Dreyfus, 2007).

The study argues that the SFL could be used to analyse tasks the students face, and offer advice about the target genres students are to write. In looking at a text response of a student that was highly favoured, using SFL they were able to establish what the valued pedagogic subject position is.

In this study the researchers looked at the compulsory study of ‘The Journey’, where the claims made about this study were that the:

“students ‘explore and examine relationships between language and texts, and interrelationships among texts’ and that students learn to examine ‘the individual qualities of texts while considering the texts relationships to the wider context of the Area of Study’; they also learn to ‘synthesise ideas to clarify meanings and develop new meanings’ and they learn to consider ‘whether aspects such as context, purpose and register, text structures, stylistic features, grammatical features and vocabulary are appropriate to the particular text.’ (2008;3)

According to Christie and Humphrey, “English has suffered from its tendency to generate new concerns and preoccupations with a range of texts, often eclectically selected without a strong sense of the criteria involved in their selection, and chosen in the name of an ostensible claim to stimulate self expression and personal opinion from students” (2008:5). This has leads to two problems which are:

- The criteria for selection of the texts and the criteria for performing adequately in responding to the texts remain uncertain: students must deduce what might constitute such criteria, and these too often remain invisible in the curriculum of English
- Claims to promote self expression and independent opinion are often delusory.

(2008:5)

Christie and Humphey are pointing out that ‘criteria’ are too often not visible for the acquirer. Learners are expected to try and make the criteria visible for themselves; as are teachers if the policy does not make the criteria visible. The subject of English presents itself as ‘self-expressive’ and as a subject in which independent opinion is encouraged, but this is not possible if the criteria for self-expression and the means of production of ‘independent opinion’ are not made visible. In this way the claims made by subject English are ‘delusory’.

It is important to look at these two problems in more detail, since they are central to the current study. If the policy does not outline, with clarity, what is required of a learner when producing a written text, then the teacher will have to provide that criteria for themselves. This is clearly problematic if the teacher is unsure of the criteria him or herself. There is too much left to chance if this is the case. In addition, when criteria are left implicit by the teachers, those able to realise the appropriate text are generally more able students who have been socialised into the practice through

literate practices in the home and school environments. In other words, the working class student or less able student is severely disadvantaged by leaving evaluative criteria implicit.

Although the Australian curriculum has a strong focus on ‘self expression’ and ‘independent opinion’ can it really be seen in reality; in practice?

My study deals with similar issues faced here in South Africa. The policy in the Australian context is not dissimilar with regards to English, to that in South Africa. Moore and Hart (2007), in looking at the crisis in literacy in their paper called ‘Access to Literacy: Scaffolded reading strategies in the South African context’, attribute the crisis to the ‘introduction of progressivist out-comes based curricula of 2005, the subsequent Revised National Curriculum (RNCS) and National Curriculum Statement (NCS)’ (2007: 16). Moore and Hart point out that the South African curriculum is, in Bernstein’s terms ‘weakly classified and framed’ (2007: 17).

The conclusion of the Christie and Humphrey paper talks about ‘stripping the task of its mystery’ and my study will be looking at how this kind of ‘mystery’ also plagues English, particularly in the writing sections, as a subject in schools in South Africa. This mystery is problematic for not only the learners, but also for teachers.

2.5 Social class

My study explores social class differences in teachers’ articulation of the criteria for transactional writing. For this I turn to the work of Hoadley (2005) and of Bolton (2005). Through their work on social class and pedagogy I will be able to describe social positioning and its relation to the realisation of evaluative criteria for transactional writing.

Bolton’s research looked at achievement, specifically high levels of achievement, in Art at the Grade 12 level for differently social positioned learners. Bolton also explored the pedagogic features linked to success in different social contexts. Bolton conceptualises class using Bernstein’s ‘differing dispositions of ‘working class’ and ‘middle class’ children and Bourdieu’s ‘unequally-distributed cultural or educational capital’ (2005 :36).

In a paper entitled ‘Pedagogy, subjectivity and mapping judgement in art, a weakly structured field of knowledge’, Bolton focuses on criteria and judgement processes of teachers assessing art (2006).

Bolton's paper deals with the difficulty of identifying criteria that are tacit – in her case that is the criteria for achievement in art, while for my thesis this would be subject English and writing.

Although this paper did not look specifically at social class, she uses both interviews and ranking tasks with teachers and moderators to establish the criteria they were drawing on. This method is particularly useful for my study – in trying to establish the criteria the teachers in my sample are drawing on. Bolton's paper does not overtly deal with the social positioning of the teachers and moderators, but it shows that there were differences in the criteria the various teachers and moderators were using to assess achievement in art. These differences occurred because the criteria were not made explicit to begin with.

Bolton's (2005) research had a focus on looking at class in relation to the learner, while Hoadley's research looks at class in relation to learners *and* teachers. Hoadley's thesis establishes that there are indeed differences and a relationship between social class, pedagogy and the specialization of voice. In the chapter entitled 'The teachers' positioning: social class and professional dispositions' Hoadley looks at the reasons for differences are reproduced by 'focusing on the teacher as a key sub-relay in the reproduction of social class differences through pedagogy' (2005:217). Hoadley tentatively looks at the relation between teacher's own social backgrounds and how this may offer insight into 'how different [pedagogic] modalities come to predominate in certain schools and have particular outcomes for the specialisation of student voice in those schools' (2005:217).

Hoadley argues that teachers in different social class school settings occupy different social class positions.

Hoadley looked at the following to describe teachers' social class position:

- Teachers' social class background
 - Teachers' parental occupation and education levels
- Teachers' educational levels
- The material social conditions of the teachers' lives
 - Family structure, dependents and the disbursement of salaries
 - Geographical location
 - Social and cultural capital

Using the above, Hoadley constructs an argument for two distinct class groups. One called 'hybrid class' and another 'middle class'. 'Hybrid class positioning' refers to teachers who, in many of the

above considerations, would be considered working class, but due to the fact that they are salaried employees in semi-professional occupations, with a certain level of education could also be referred to as 'middle class'. Hoadley tentatively related these different teacher social class positions to different pedagogic practices in classrooms. This is particularly helpful for my study with regards to conceptualising social class.

2.6 Conclusion

In this chapter I looked at literature within the following research categories: subject English and the South African context and curriculum; writing criteria more generally; evaluative criteria and writing assessment; subject English and how it is rendered; and social class.

Much of the focus of the literature looked at within the South African context is on assessment or the evaluation of writing. Assessment raises the question of what standards teachers are using to measure the success of any learner. According to the literature, assessment should restate the criteria of the curriculum and exemplify the level at which it should be taught in the classroom. The focus of this thesis is on the evaluative criteria teachers draw on; the literature in this chapter indicates how important assessment is for establishing what is being taught.

Subject English in the South African curriculum, according to the literature, is largely underspecified. This lack of specificity affects how 'visible' the content of the subject is; and therefore the 'visibility' of evaluative criteria. If this is the case, then it is problematic for both the teacher and the learner involved. The rubric, which is used to mark the transactional writing and the curriculum for English First Language will be looked at in terms of its clarity, specificity and potential for multiple interpretations.

The literature outlines some aspects of what is expected of a developing writer. This literature helps to develop a clearer sense of what the evaluative criteria could be for transactional writing. Freebody's Four Roles model appeared to be the most useful tool or model for developing a clear picture of what is expected from a successful piece of transactional writing for my study, and I elaborate on this in the following chapter.

The present study also explores the social class differences in teachers' articulation of the criteria for transactional writing. The literature in the area of social class display very tentative findings with regards to the relation between teachers' social class and pedagogy. I draw on some of the conceptualisations of class which are offered by Hoadley's thesis.

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Chapter 3: Theory and Method

In this chapter I will begin by establishing a detailed definition for transactional writing. This will be done using the Four Roles Model as developed by Luke and Freebody. I then introduce Bernstein's theory and its application to the current study. The focus will be on knowledge structures, which come from his concept of the Pedagogic Device; as well as the recognition rules and the evaluative rules. Once I have elaborated on Bernstein's theory I look at the work of Christie and Macken-Horarik. Their work within Systemic Functional Linguistics builds on Bernstein's work. Christie's models of subject English, in conjunction with the four roles, provide a metalanguage with which to talk about how the policy and the teachers in my study construct subject English.

I then look at theory regarding assessment – I focus here on what it is teachers are looking at when marking, as well as how they might 'legitimize' their marking.

The chapter concludes with a conceptualisation of social class. I intend to make the argument for two different social positions from which I draw my sample. I refer to the two groups as follows: Working Class Positioned Teachers and Middle Class Positioned Teachers. The reason for these lengthy terms is to make it clear that I am showing a difference in positioning that leans towards either working or middle class, but I am not creating a fixed or ascribed social class identity to the teachers in my sample.

3.1 Transactional Writing: a definition using the Four Roles Model

It is not enough to just say that transactional writing is 'functional' writing. The curriculum statement itself does not provide a clear definition of transactional writing. However if we look at the assessment of transactional writing we can see what kinds of writing is tested under the label of 'transactional writing'.

The list goes as follows: *advertisements; blurbs, brochures; curriculum vitae; dialogues; diary entries; editorials; email messages; faxes; filling in forms; formal and informal letters to the press; formal and informal letters of application, complaint, sympathy, thanks and business letters; friendly letters; invitations; minutes and agendas; memoranda; newspaper articles and columns; obituaries; pamphlets; postcards; posters; reports; and reviews.* (DOE Assessment Guidelines)

The transactional writing genre, as can be seen from the extensive list of different texts learners could be asked to produce in an assessment situation, is vast. What it excludes is the longer essay style writing. Creative writing as a practice is not strongly present within this list of texts.

An understanding of the features of transactional writing will make the definition of transactional writing clearer. One of the more obvious ways of establishing the features of transactional writing is by referring to the assessment rubric for a transactional piece.

The rubric is a document that is provided by the department of education that is to be used for the marking of transactional writing. There are two rubrics, one for Section B and one for Section C. This is an official document that every teacher is required to use when assessing a learner for section B and C. The mark rubric should help to provide more information as to what the transactional writing is. The rubric, supposedly, explicates the features of transactional writing.

The marking of a transactional text, as shown in the rubric, is divided into two broad categories. The first is *Content, Planning and Format* and the second is: *Language, Style and Editing*. The weighting for each goes as follows: 60% of the total mark is for Content, Planning and Format and 40% of the total mark is for Language, Style and Editing.

The first column provides a description of the features of an 'A Grade' or most successful transactional text as suggested by the assessment policy.

Content, Planning and Format

- Extensive specialized knowledge of requirements of text.
- Disciplined writing –maintains rigorous focus, no digressions.
- Total coherence in content & ideas, highly elaborated & all details support topic.
- Evidence of planning &/or drafting has produced a flawlessly presentable text.
- Highly appropriate format.

Language, Style and Editing

- Grammatically accurate & brilliantly constructed.
- Vocabulary highly appropriate to purpose, audience & context.
- Style, tone, register highly appropriate.
- Virtually error-free following proof-reading & editing.
- Length correct

Looking at the features listed in the rubric, as well as the kinds of texts learners are expected to produce, the transactional writing can be summarised as: **writing that: has a particular format requirement and requires awareness of purpose, audience and context.** However the definition which is gleaned from the rubric is not sufficient in my view. The rubric does not provide a clear enough sense of what transactional writing really is.

Another more helpful way of trying to define what transactional writing is and what is required of learners when they are producing a transactional piece for assessment, is to look at what skills are required of the learner. Freebody and Luke speak of a 'repertoire of practices' in their popular model for multiple literacies called the 'four resources model' (2003). This repertoire of practices refers to the four skills that any learner requires for effective literacy. These are, according to Freebody and Luke:

Code breaking/ ***breaking the code of texts***: *recognising and using the fundamental features and architecture of written texts including: alphabet, sounds in words, spelling, punctuation, conversations and patterns of sentences of sentence structure, page layout, directionality and text formatting.*

Text participation/ ***participating in the meanings of text***: *understanding and composing meaningful written, visual and spoken texts in ways that connect texts' meaning systems to people's available knowledges and experiences of other cultural discourses, texts and meaning systems, and the relevant and purposeful inferences that can be drawn from these connections.*

Text use strategies/ ***using texts functionally***: *traversing and negotiating the social relations around texts; knowing about and acting on the different cultural and social functions that various texts perform both inside and outside school and knowing that these functions shape the way texts are structured, their tone, their degree of formality and their sequence of components, and the courses of social action they can accomplish with particular texts.*

Text analysis/ ***critically analysing and transforming texts***: *understanding and acting on the knowledge that texts are not transparent windows on the world, that they are not ideologically natural or neutral, that they represent particular views and silence others, influence people's ideas; and that their designs and discourses can be critiqued and redesigned in novel and hybrid ways.*

(2003:56)

Freebody and Luke say that the 'four roles' model is "not a set of prescriptions about the conduct of pedagogy, curriculum or assessment. Rather, it is a systematic way of interrogating practice" (2003: 57).

The four roles model can therefore be used to describe what is required for the production of any transactional writing piece by a learner. I will now look at the four roles with respect to transactional writing:

Code breaking: the producer of a transactional piece must be able to recognise and use the fundamental features of written texts. Not only in terms of alphabet, spelling, punctuation, sentence structure etc, but also in terms of page layout or format (although the use of format is also a large part of 'using texts functionally'). An example of this would be the recognition of how to set out the letter. In other words: using the conventions of letter writing.

Text participation: Transactional writing requires the producer to understand that the text they are producing carries meaning and that that meaning needs to connect to people and those peoples' own meaning systems ('available knowledges and experiences of other cultural discourses, texts and meaning systems'). For transactional writing this means that the producer is aware of his or her audience and that they are writing to engage with another. This requires the producer to connect with their audience as well as have an understanding of context.

Using texts functionally: Transactional writing is the most functional of all the writing practices. It is essential for a producer to know the function of any piece of transactional writing. The function of the writing influences the structure of the writing. Transactional writing serves a social function in that its purpose is more often than not of a social nature. An example would be an invitation to a party – the social function of the writing is to invite and provide information to the reader regarding a party.

Text analysis: Finally, no text is never neutral. It always presents a particular view or view and therefore text is able to influence people – both positively and negatively. Transactional writing will always present a particular view or views of a writer, and potentially silence others. It has the potential to change views and influence ideas. Any producer should be aware of and be able to analyse their writing in terms of this.

Having looked at both the assessment policy available for transactional writing as well as the Four Roles Model, a more refined definition for transactional writing can be developed:

Transactional writing serves a social function. It therefore has a particular format requirement and requires awareness of purpose, audience and context. To be considered literate in transactional writing, the writer needs to be able to employ each of the ‘four roles’.

I have further simplified the four roles by articulating the criteria present in each role in the table below:

Role One: code breaking
Spelling and punctuation
Grammar use
Sentence Structure
Conventions of Transactional Writing
Role Two: text participation
Audience awareness
Role Three: using texts functionally
Purpose/intention
Context
Role Four: text analysis
Point of view

Table 1: Luke and Freebody’s Four Roles Model: an adaption

3.2 Bernstein’s theory and social class

Bernstein’s theory is “driven by an abiding interest in social order and the nature of symbolic control” (Maton & Muller 2007: 15), and it is through this interest of Bernstein’s theory that we can begin to understand why there is the discrepancy between social class and the success of differently positioned learners within the education system.

3.2.1 The Pedagogic Device:

Bernstein’s pedagogic device provides rules which regulate the pedagogic communication which the device makes possible (1996: 27). More simply put: the device is a set of rules through which

knowledge is changed into pedagogic communication. These rules can either enhance or restrict “the potential discourse available to be pedagogised.” (Bernstein 1996: 28). The pedagogic communication acts selectively on meaning potential. Meaning potential is “the potential knowledge that is available to be transmitted and acquired” (Singh 2002: 573). In the case of English an example of a meaning potential for writing would be transactional writing. The question here would be: what should be the focus for transactional writing; or what should be ‘given’ to the learner and what should they ‘get’?

The pedagogic device can be viewed as a device which provides the “intrinsic grammar” of a pedagogic discourse (Christie 1999: 158). The metaphor of “intrinsic grammar” allows for a better understanding of the device as a theoretical device that offers rules for how pedagogic communication is created, just as grammar provides the rules for the correct use of a language. This “intrinsic grammar” is made up of a set of three rules. These are known as distributive, recontextualising and evaluative rules. These rules are hierarchically related. The recontextualising rules are derived from distributive rules and the evaluative rules are derived from the recontextualising rules (Bernstein 1996: 28). The distributive rules deal with power; they regulate who may have access to what knowledge (Williams 1999: 111). The recontextualising rules “regulate the formation of specific pedagogic discourse” (Bernstein 1996: 28). Finally the evaluative rules “constitute any pedagogic practice” (Bernstein 1996: 28) which means the criteria that is realised by the acquirer or learner. The evaluative rules are concerned with recognising what counts as valid acquisition of knowledge. While, for Bernstein, the evaluative rules applied to pedagogic practice I will be looking at the evaluative rules with respect to the teachers’ articulations or utterances.

3.2.1.1 The Evaluative Rules

The evaluative rules are those rules that regulate the pedagogic practice at the level of the classroom. For Bernstein, the evaluative rules ‘define the standards which must be reached’ (1996: 115). The evaluative rules act selectively ‘on contents, the form of transmission and their distribution to different groups of pupils in different contexts’ (1996: 115).

If the evaluative rules are the ‘defined standards’ what are the defined standards for transactional writing, according the National Curriculum statement and the various assessment policies? And,

more importantly, what are they according to both the policy and to the teachers from various social positionings? These questions are critical. I want to establish the ‘what’ of transactional writing according to both the policy as well as teachers from various social positions. It is important to separate the idea of ‘what’ and ‘how’ at this point. ‘How’ refers to teaching and learning while ‘what’ refers to the knowledge of writing.

According to Morais and Miranda, teachers recontextualize scientific subjects not only on the basis of epistemological and psychological assumptions but also on sociological assumptions (2004). They looked at how this ‘recontextualising’ worked with the subject of science, but this can easily be looked at with regards to English and writing (2004).

According to Morais and Miranda, the most important requirement for the transmission and acquisition of science knowledge and skills is the explication of evaluation criteria (2002). Bolton found that this was also true for the subject Art (2005). It would seem that the argument could then be made for English, in particular with regard to transactional writing.

When Morais et al looked at the influence of different characteristics of pedagogic practice on scientific development, they found that achievement in science was most influenced by the explication of the ‘evaluation criteria’ (2004:83). The evaluation criteria represents the ‘what’. Clear or explicit statement of the evaluation criteria is also discussed in terms of them being ‘strongly framed’; i.e. the teacher has strong control over what is required and these requirements are clearly communicated.

What was important for Bernstein in the conceptualisation of the pedagogic device was more than the description of the production and transmission of knowledge but also its consequences for different groups (Sadovnik cited in Maton & Muller 2007: 19). The pedagogic device is an arena of struggle. Who controls the pedagogic device has access to the “symbolic ruler of consciousness” (Singh 2002:). It is no surprise that the power to control the home language is hugely contested because it is arguably “fundamental to the maintenance and transformation of culture” (Christie 1999: 181).

3.2.2 Classification and Recognition Rules

Bernstein's work on classification and framing and his development of what he called the recognition rules help to explain how a curriculum policy may operate in such a way that many learners will not be able to realise success. This, according to Bernstein, is due to what he termed 'power' and 'control'.

To explain what he meant by power and control, an explanation of 'classification' and 'framing' is required. Classification refers to "the relation between contexts, or between agents, or between discourse, or between practices" (Bernstein 2000: 17). Classification is about boundaries, and strong classification will mean that a subject is clearly marked out and bounded in relation to other subjects. A learner will be orientated to what is expected if classification is strong – where there is a strong classification, it is explicit what counts as legitimate knowledge within that context. For Bernstein the classification principle creates recognition rules "whereby the subject (a learner) can orientate to the special features which distinguish a context" (2000: 17).

How does this relate to teachers? Although Bernstein uses the recognition rules in his explanation for how learners are able to realise success or not in a particular context I would like to look at the recognition rules in terms of the teacher. If teachers are unable to distinguish a context, or orientate to the special features of transactional writing, then they will not be able to understand what counts as legitimate knowledge for transactional writing. This is of particular relevance when looking at the assessment policy and the rubric in particular. If the rubric is weakly classified, that is it is not strongly bounded to transactional writing concepts, then there is significant room for error on the part of the teacher. This teacher would then have to draw on their own criteria for judging the learners work.

3.2.2.2 Realisation rules and Framing

'Framing' is the form of the realisation of a discourse (1996:12). The concept of framing refers to the control over selection, sequencing, pacing, criteria and the control over the social base (1996:13). Frame refers to the form of (or the *how* of) the context in which knowledge is received or transmitted. And when framing is strong then the transmitter has explicit control over selection, sequencing, pacing and criteria. And when framing is weak then the acquirer has more 'apparent control'.

When framing is weak the acquirer or learner then has more control. It is important to view this concept of *control* with some caution. When framing is weak, this means that there is far greater room for movement – for divergence – from the concept or area of study. The learner may have ‘control’ but that does not mean that they are in a better position for it. This ‘control’ on the part of the acquirer often leads the acquirer away (astray) from the knowledge or concept at hand.

Let us consider the teaching of transactional writing with regards to framing. The class needs to learn how to draft a formal letter. If the framing of the process of drafting a formal letter were strong, the teacher would be in control of *what* is learnt *when*. For example: the format of the letter first, then the structure of the content in terms of audience next and so on. A learner would need to first grasp the format then structure etc. If the framing of the process were to be weak, then the learner would have more control of what he or she was going to do. In this case, format may be the only concept properly considered, while audience and purpose completely neglected, or not introduced as being critical to the formal letter. There is a significant room for error and ‘thinned’ learning when framing is weak.

Framing is not only used to analyse pedagogy as it operates at the level of the classroom. It is also applicable to an analysis of policy, in particular curriculum. One can look at various concepts within the curriculum and establish the strength of their framing as it is provided by the policy document. The strength of the framing within the curriculum indicates how much control the teacher and learner have over the acquisition of knowledge and also the explicitness of the statement of criteria

I will be using an analysis of framing within the curriculum in my study. The following codes are used to indicate framing and strength of frame:

Very weakly framed	F--
Weakly framed	F-
Strongly framed	F+
Very strongly framed	F++

Table 2: Codes used for framing

Framing relates to realisation rules in that the realisation rules regulate how meanings are put together in order to create a legitimate text. According to Bernstein different values of framing act selectively on realisation rules and so on the production of different texts (2000:18).

3.2.3 Knowledge Structures

For Bernstein it became increasingly important to understand the forms taken by knowledge. The *forms* refer to the internal principles of a discourse's construction and its social base (Bernstein 1999: 157).

Bernstein's essay on knowledge structures begins with an account of horizontal and vertical discourses. The horizontal discourse can be seen as everyday or 'common sense knowledge. Bernstein points out that the crucial feature of horizontal discourse is that it is segmentally organised (1999: 159). It is context dependent knowledge and is embedded in a particular space and time. Vertical discourse "takes the form of a coherent, explicit, and systematically principled structure" (Bernstein 1999: 159). It is context independent and transcends a particular time or space. According to Maton and Muller "the distinction is crucial for addressing the key sociological question: how are differently valorised and rewarded forms of knowledge differentially distributed in society?" (2007: 23). Which is important knowledge and who gets access to that knowledge?

Bernstein then goes on to make a distinction within the vertical discourse between "hierarchical knowledge structures and horizontal knowledge structures" (1999: 161). Hierarchical knowledge structures are "coherent, explicit and systematically principled" and horizontal knowledge structures are "a series of specialised languages with specialised modes of interrogation, specialised criteria for the production and circulation of texts" (1999: 161). Physics can be understood as a hierarchical knowledge structure. There is an attempt to create general theories which integrate knowledge at lower levels and provide underlying uniformities across a range of phenomena (Bernstein 1999: 162). This structure of knowledge can be looked at symbolically as a triangle. The intellectual progress for this kind of knowledge structure is to sharpen the triangle; where theories are "sought that embrace more empirical phenomena and comprise fewer axioms than existing theories" (Maton et al 2007: 24). Simply, the development of a hierarchical knowledge structure is the development of theory which is more integrating than the previous theory (Bernstein 1999: 163).

Subject English can be understood as a horizontal knowledge structure. Where the discourse "consists of a series of specialised modes of interrogation and criteria for the construction and circulation of texts" (ibid , 162). An example in English literature studies, the specialised language would be the languages of literary criticism (ibid, 162). The development of a horizontal knowledge structure is the introduction of a new language (Bernstein 1999: 163). In terms of acquiring the range

of languages Bernstein made a distinction here between what he termed ‘strong and weak grammars’. A strong grammar has “explicit conceptual syntax which is capable of ‘relatively’ precise empirical descriptions” while the weak grammar’s power to make explicit the conceptual syntax is significantly less (ibid, 164). Simply put a strong grammar is more visible and therefore easier to acquire. English is generally characterised as a horizontal knowledge structure which has weak grammars.

This theory will inform my study in explaining the invisibility of the criteria for transactional writing

3.3 Christie’s Models of English: a way to talk about how policy and a teacher render the subject English

Christie explores the link between Bernstein’s concept of knowledge structures and subject English. If English can be described as a horizontal knowledge structure with ‘weak grammars’, and that means that the subject is constructed so that meaning is made up of a number of specialised languages which are segmentally organised (Bernstein 2000: 155 – 174 in Christie & Macken-Horarik 2007: 157), then what counts as achievement in subject English is an “adoption of a particular pedagogic position or ‘gaze’ (Bernstein 2000: 155 – 174 in Christie & Macken-Horarik 2007: 157).

According to Christie the content of English has become more and more invisible with the introduction of more and more ‘languages’. What has also become apparent is that there are ideologies at play within subject English which clearly favour certain value positions over others. This position is tacit and it is this tacit acquisition which creates a “situation that advantages some students rather more than others” (Christie 2007, 157).

If a learner is not well positioned to acquire the tacit requirements of subject English then it is clear that success in English for that learner will not be realised. This, according to Christie, is particularly evident in contexts where learners are asked “to respond to open questions about unfamiliar texts, or to write responses to rather general questions and where the basis of the assessors’ judgments is left implicit” (2007:158).

According to Christie if we look at the semantic quality of a successful learner’s response to an assessment like an essay question, then we can establish the “linguistic dimensions of the relevant vertical discourse in English” (2007: 158). In other words, we can establish the features of a

successful piece and make these features more explicit so that other learners will be able to realise success. Christie uses the metalinguistic tools of the SFL (systemic functional linguists) to “highlight the orientations to meaning that are rewarded” (2007: 158). Using SFL, linguistic choices of a learner can be articulated.

In this paper Christie and Macken-Horarik also articulate a number of ‘models of English’ that have been in practice from the inception of English as a school subject. These models provide us with a sense of what ‘gaze’ is favoured.

Using Christie and Macken-Horarik’s paper to consider the NCS and the interview data, we can establish which of these ‘models’ of English

- a) The curriculum policy falls under
- b) The teachers conceptualisations fall under
- c) Which ‘gaze’ is favoured by both the curriculum and the teacher

Although these models are set out as distinct or separate models of English, and show how the subject has evolved, it is possible to view elements of different models in: the NCS and the way the teachers talk about transactional writing. In other words there may be more than one model being used for either the teacher or the curriculum.

The six models Christie et al suggests are: basic skills; cultural heritage; personal growth; functional language studies; cultural studies; and new literacy studies.

Below is the table created by Christie et al to summarise each of these models according to ‘Objects of Study’; ‘Subject positions or ‘gazes’’; and ‘Linguistic practices’.

Analytical Categories	<i>Basic Skills</i>	<i>Cultural heritage</i>	<i>Personal growth</i>	<i>Functional Language Studies</i>	<i>Cultural Studies</i>	<i>New Literacy Studies</i>
Objects of study	Discrete skills for basic reading and a little writing (alphabet, spelling, parts of speech, grammatical analysis,	Accessing sensibility and culture through engagement with ‘the canon’. Learning to read literary texts as	Processes of talking, listening, reading and writing, stimulated by texts & experiences. Learning to read	Knowledge about spoken & written language; analysis and production of texts in a range of social contexts (through applications of functional	Multiple readings of different texts (spoken, written, literary, popular, multimodal). Critical analysis of texts for dominant discourses and	Literacy events and their associated literacy practices (both spoken and written). Learning to read and write as ‘situated’ activities..

	paraphrasing).	embodiments of great and universal truths.	and write as journeys of personal discovery.	grammar)	socio-cultural effects.	
Subject Positions or gazes	A well regulated citizenry, inculcated with the basics; developing inner discipline, Christian values and personal responsibility.	A culturally valued sensibility - the preserve of elites who can understand (and interpret) great works in the received tradition.	A sensitive and self conscious individuality – in dialogue with texts and with others who share their personal responses to texts and experience.	A linguistically informed analysis, production and critique of texts & contexts powerful in mainstream culture.	Interrogation of the subjective positions (ideologies) embodied in texts; questioning, critiquing, even subverting texts and their social conditions.	Investigation of social contexts in which literacy is used and of the ideological positionings and meanings involved.
Linguistic practices	Use of language that builds discrete competences • Texts such as spelling & grammar books, dictionaries, poems, composition books & biblical passages. (Basic Literacy competences)	Use of language that interprets & creates fictive worlds & literary sensibilities • Texts such as novel, poetry and drama; analytical texts such as interpretive essays. (Cultural literacy)	Use of language that is close to 'self' • Texts such as journals, dialogues, personal letters, imaginative reconstruction of literary texts, emails to friends. (Personal literacy)	Use of language that is analytical (metalinguistic) & well structured. • Texts such as narratives, expositions, multiliterate text, analysis and text interpretations (Powerful meta literacies).	Use of language that identifies and challenges ideologies enshrined in texts. • Texts such as, deconstructive essays, evaluations, satires, spoofs. (Multimodal texts and multiliterate practices)	Use of language that is localized and particular to social events • A variety of texts, valued for their relevance to immediate setting (Situated literacy practices)

Table 3: Table directly from Christie and Macken-Horarik (2007: 168 - 169).

Christie and Macken-Horarik consider various models of subject English which show the horizontal knowledge structures of English and how they have emerged over time, they call these: basic skills, cultural heritage, functional language studies, personal growth, cultural studies, multiliteracies and new literary studies (2007: 158). In looking at each of these models of the subject these authors suggest that what is needed for subject English is more verticality – that is to make the subject's instructional register more explicit. Although many of these models are present in the National

Curriculum today I will argue that the model of “personal growth” and “cultural studies” are two models that best exemplify the pedagogic discourse of English in South Africa as it is expressed in the educational system of outcomes-based education. All the models are, as Christie says, present in the subject of English as it is in contemporary schools (2007: 167).

Personal growth has as its focus an ideology of the learner as an individual “embarked on some personal journey of discovery” (2007: 161). In this knowledge structure the concept of learner-centeredness is highlighted. The teacher’s role is of “facilitation rather than instruction” (2007: 162). The emergence of this model comes from a desire to “rebuild schools” and was due to a progressivist model of education (2007: 161). After the start of democracy in South Africa in 1994 the education system needed to be rebuilt – since the education system was founded on the ideals of apartheid. In the South African context Outcomes-Based Education most certainly strives for learner-centeredness, activity-based learning and facilitation rather than instruction on the part of teacher. Personal Growth makes the language of English become invisible – learners must discover their ‘own’ truths and ‘competencies’ (2007: 162). Bernstein was critical of competencies in that a learner may be encouraged to adopt an “expression of sensitivities about life” without having the language which is needed to do this (2007: 162).

Cultural Studies privileges a wide range of texts of popular culture and expects learners to respond and interrogate them to “tease out the ideological positioning” (2007: 165). Once again the tools for interrogating texts are largely taken for granted within the curriculum.

In order to bring verticality into the subject of English the criteria for successful acquisition needs to be made explicit. It needs to be made explicit how to “critically evaluate” a text, or how to write a successful piece of transactional writing – what specialised language needs to be acquired in order to critically evaluate a text or to write a good piece of writing.

Christie highlights the need to find ways of addressing the tacit acquisition problem and suggests a development of a model for the discipline that is “more theoretically robust and more transparent” (2007: 157). This model would to be “internally coherent, based on well theorised organising principles and articulated in a (meta)language that allows for progression up the years for all students” (2007:157).

For Christie, the Systemic Functional Linguistics offers a more vertical, and therefore transparent model of English.

3.3.1 The Models of subject English and the Four Roles

If we consider the four roles looked at earlier with respect to transactional writing in terms of the models, we are then able to more readily establish the model of English adopted by the current curriculum for South African schools. The following table can be developed:

Model of subject English:	Role 1: code breaking	Role 2: text participation	Role 3: using texts functionally	Role 4: text analysis
	<i>Spelling and Punctuation</i> <i>Grammar</i> <i>Sentence Structure</i> <i>Format</i>	<i>Audience Awareness</i>	<i>Purpose</i> <i>Context</i>	<i>Writer's point of view</i>
Basic Skills	F+	F-	F-	F-
Cultural Heritage	F-	F+	F-	F-
Personal Growth	F-	F+	F-	F+
Functional Language Studies	F+	F+	F+	F-
Cultural Studies	F-	F+	F-	F-
New Literacy Studies	F-	F+	F+	F-

Table 4: Christie's models of English and the framing of the Four Roles model within each model

This table shows the framing of each of the four roles within each of the models of English suggested by Christie et al. For example: the basic skills model strongly frames spelling and punctuation, grammar, sentence structure and format; while weakly framing, audience awareness, purpose, context and the writer's point of view. In looking at the curriculum and the four roles and their framing I will be able to establish, with more certainty, my claim that the NCS is predominantly a personal growth and cultural studies model of English. I will also draw out the implications regarding the ensuing availability of criteria for teachers in policy.

3.4 Legitimization of Judgements: a look at grading

If English has weak signposting assessors, as Muller (2009) suggests and judgements or assessment are different for different subjects, as Proitz (2011) suggests, then how are judgements made by English teachers? How do teachers justify their assessment? In addition to assessment policy, teachers adopt particular grading practices. What are these grading practices?

In Proitz's article entitled 'Variation and validity in final grading – subjects matter' (2011) the researcher looks at teachers' grading practices and the relevance of the subject to the teacher's grading practice. The study looked at a number of teachers in five different subjects and the conclusion was that the school subject does influence the way a teacher assigns grades.

The research stems from the abiding interest of governments or educational authorities in ensuring that grading practices are universal and standardised or benchmarked. There is a problem with 'attaining coherence between classroom assessment and system-level accountability', and Proitz's research explores the role of teachers' assessment practices in achieving such coherence (2011:2).

Proitz says that, 'teachers socialisation and professional development are influenced and differentiated by subject matter. The inner structure of subject matter affects decisions on content to be taught, including pedagogical patterns implemented by teaching and patterns of student evaluation (Resh 2009: 318).

According to Black et al, teachers for subjects such as maths and science view their subjects as having objectively defined goals, while English teachers have a 'range of goals that may be appropriate for a particular student at a particular time' (2011:4).

Muller suggests that a school subject such as English does not have a high 'conceptuality', and therefore the "knowledge signposts" are not always clear to the teacher or marker (2009). An example of a subject with a higher conceptuality would be Mathematics. Muller suggests that English has great 'contextuality' as opposed to conceptuality. In Bernstein's terms the knowledge structure for English is less hierarchical and sequential and is more segmented. This contextuality has an effect on the clarity and source of judgement of teachers when grading students work.

I will now consider categories a teacher may use when assessing a learner's work. Resh identifies three categories that a teacher may use: performance; effort and need. These categories indicate the

nature of marking for a teacher as a balance between knowledge testing and sensitivity to individual children within the teacher's own classroom context.

According to Mellograno, in Proitz, the above categories can be rephrased as follows: knowledge, performance and participation (2011). These new categories are more helpful in analysing teachers' grading practices. Teachers are evaluating learners, not only on achievement in a particular subject or assessment but also on additional subjective criteria. Teachers are influenced by additional factors within the classroom which are linked to their particular classroom and learners within that classroom. Teachers may include a learner's previous success or not in a particular assessment or perhaps approach the marking of a personal text with sensitivity, if the teacher is aware of a particular background for that learner. Knowledge refers to the 'content'; the knowing of something or not, while performance and participation refer to the learner's action or approach in doing the task for assessment. I will use these categories to look at the justifications that the various teachers in my study make for their marking choices.

3.5 Method: Sample and Data

3.5.1 Policy analysis

Using the NCS and specifically the Subject Statement for English for FET and the Learning Outcome which refers to writing directly, I will establish what the policy articulates as criteria for the transactional writing. I will then analyse the criteria provided by the NCS in terms of its visibility of the evaluative criteria for the teacher. To do this I will look at the NCS through the lens of the four roles model as well as Christie and Macken-Horarik's models of subject English. The data will be coded in terms of the framing of the four roles and what model of English it falls into.

Then a similar analysis will be done for the assessment policy – and the focus in my study will be the assessment rubric used to assess transactional writing.

The analysis aims to expose the specificity, or lack thereof, of the policy, the visibility of criteria and how the subject of English is constructed by the policy.

3.5.2 Teachers' articulations of criteria

Following the analysis of the policy an analysis of the teachers' own marking of transactional writing and their articulations of the criteria will be presented. The data for this part of the analysis was the teachers' marking as well as transcriptions of interviews with the teachers. This analysis will also be done in terms of both the four roles and the models of English.

In order to analyse how the teachers dealt with the transactional writing section I asked: what do they do with the curriculum? To focus this I asked: 'what' are the teachers drawing on if the curriculum and assessment are weakly signalled? If the rules are weakly signalled or inexplicit, teachers are still identifying criteria in texts/performances of learners as they are awarding marks to these pieces of writing. But on what basis are they evaluating these pieces?

I then consider what criteria a teacher who is arguably from a working class background draws on; compared to a teacher who has a middle class background. Following the theory, I asked the following: are there any differences along social class positioning lines in teachers' expression of the evaluative criteria they draw on?

In order to do this I interviewed teachers from four different schools – two that have a predominance of working-class learners and teachers and two that have a predominance of middle-class learners and teachers. I asked these teachers (two teachers per school) to provide me with three marked transactional pieces of writing taken from an exam session or any controlled test (June examinations etc.). These three marked pieces of transactional writing were made up of a spread of marks: one a low ranking mark achievement, one of them a middle ranking mark achievement and one a very high ranking mark achievement.

The main focus of the interviews was to ask the teachers to explain their criteria for the success or failure of the different pieces of writing. Following this, I could establish what criteria they were drawing on and how visible these criteria were. I began the interviews by asking them general questions regarding transactional writing. I then provided two new texts which were unmarked, one was an example of a strong candidate's work and another, a weak candidate's work. By strong and weak I mean that one text is an example of a very successful text and the other is a very unsuccessful text. This strength of these texts was judged in accordance with the presence of each of the four roles in the two texts. I then asked the teachers to mark these texts without using the rubric as a guide. The reason for asking the teachers to mark without the rubric was to find out what their evaluative criteria

would be without the rubric. Following the marking of these texts I entered into a discussion, in a semi-structured style, to establish what criteria the teachers were drawing on when they were marking. After this discussion, I asked some more questions regarding the marking they provided for me prior to the interviews. I also asked about the assessment rubric – this discussion was around the policy that guides the teachers marking.

The interviews were recorded and fully transcribed (the interview schedule can be found in the appendix).

3.5.3 Sample:

I have accessed four schools: two of the schools can be described as predominantly working class and two schools as predominantly middle class. From each school I worked with two teachers from within the English department. The teachers taught English first language at Grade 12 level.

The working class schools are both located in Mitchells Plain, Western Cape, while the middle class schools are located in the Southern Suburbs of Cape Town, Western Cape.

Under the apartheid regime and the Group Areas Act, Mitchells Plain was demarcated as a ‘coloured area’. Although this act is no longer, the effects of the apartheid policy are still evident. I make the argument, that due to this history and the current economic reality in the area, the schools which are located there can be called predominantly working class schools.

The schools I have called middle class schools are both ex-model C schools (Model C schools are those schools which operate in a semi-private capacity, in that they have a governing body and a degree of budget autonomy. These schools were also reserved for the white population under the apartheid regime), and still enjoy a privileged economic position having not been disadvantaged by South Africa’s political past.

Teachers were invited to be part of my study under the assurance of anonymity for both their person and school. Pseudonyms have been used to refer to individual teachers. Interviews were conducted at the schools, at a convenient time for the teachers. The recording was done using a dictaphone. The interviews were then transcribed in full.

3.6 Social Positioning

A central interest for the current research is on social class or social positioning. The particular interest is in the relative differences between differently socially positioned teachers' evaluative criteria. What follows is an analysis of the differences in social class/social position within the sample.

This assessment of the teacher's social positioning I have chosen to adopt, involves looking at the teachers' backgrounds. 'Class' as it is understood here is derived from:

- parental education and occupations;
- teachers' educational level'; as well as
- geographical location.

It is critical to note that what is being shown here is a difference in social positioning. And although social class arguments can be made, I do not wish to categorically designate my sample as either working class or middle class. What I will show is that there is a difference in social position between these two groups. I will call the group of teachers who have a working class background and positioning: working class positioned teachers (WCP) and the teachers who have a middle class positioning and background: middle class positioned teachers (MCP)

Table 5: WCP Teachers' geographical locations of current residence

Name:	Geographical location:
Angela	Kuils River
Adam	Bayview
Alice	Ottery
Cath	Diep River
Gwen	Wetton

Table 6: MCP Teachers' geographical locations of current residence

Name:	Geographical location:
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Charne	Rondebosch
Mavis	Meadowridge
Lucy	Gardens
Lilly	Plumstead

Although geographical location of a person’s residence does not provide a solid argument about social class, within South Africa – due to the historical implications of apartheid – it is a contributing factor. The WCP teachers in my sample all live in areas which, in historical terms, were previously coloured, working-class areas. While all the MCP teachers live in former white, middle class areas. Historically speaking resources were vastly different between ‘coloured’ and ‘white’ areas. White areas had far better infrastructure and were significantly better resourced. To a large extent this is still the case.

The two tables which follow indicate each of the teachers’ parents’ educational levels and occupations. Using Seekings (cited by Hoadley 2005) categories, the teachers parents’ occupations can be classed accordingly. Seekings scale includes the following categories:

1. Upper Class: managers and professionals (UC)
2. Semi-professional class: teachers and nurses (SPC)
3. Intermediate class: routine white collar, skilled and supervisory (IC)
4. Core working class: semi-skilled and unskilled workers (CWC)
5. Marginal working class: farm and domestic worker
6. Unemployed (UM)
7. Other (O)

Table 7: Parental background for the working class positioned teachers

Name:	Mother’s Education:	Mother’s Employment:	Father’s Education:	Father’s Employment:
Angela	Grade 10	Unknown	Grade 10	Unknown
Adam	Primary School	Factory worker (CWC)	Primary School	Construction worker (CWC)

Alice	High School, without Matric	Housewife (UM)	High School, without Matric	Factory Manager (IC)
Cath	Unknown	Teacher (SPC)	Unknown	Lab technician (IC)
Gwen	Primary School	Bookkeeper (IC)	Primary School	Store manager (IC)

Table 8: Parental background for the middle class positioned teachers

Name:	Mother's Education:	Mother's Employment:	Father's Education:	Father's Employment:
Charne	No Matric	Clerk (IC)	No Matric	Artistic Engraver (IC)
Mavis	Grade 10	Secretary (IC)	Degree	Manager (UC)
Lucy	Grade 12	Teacher (SPC)	Degree	Lecturer and HR Manager (UC)
Lilly	Grade 12	Bookkeeper (IC)	Grade 12	Picture Framer (IC)

The most significant difference between the WCP and MCP teachers lies within the categories of *parental education and parental occupations*.

Not one of the WCP teachers' parents completed a Grade 12, while most of the MCP teachers' parents have at least a Grade 12, and in some cases degrees. The teachers' parents' occupations also show a significant difference.

Within the WCP teachers, Adam's parents were both from the core working class (CWC); his mother was a factory worker, and his father a construction worker. Alice said that her father worked as a manager of some kind at a factory, but was unclear as to what kind of manager he was, but he would probably be described as core working class. Her mother was a housewife and therefore unemployed (UM). Cath's father was a technician at a university, making him intermediate class (IC) and her mother was in education as a teacher, which puts her in the semi-professional class (SPC). Gwen's

father was a store manager (IC) and her mother a bookkeeper (IC). Not one of these teachers' parents falls into the upper class (UC) category for their occupations.

The MCP teachers show a different picture: Both Mavis and Lucy's fathers' occupations fall into the upper class (UC) category and the 'lowest' category is the intermediate class.

If one looks at the teachers' parents' education coupled with their occupations as indicators of social class, then it is clear that each of the WCP sample comes from a working class background. Two of the MCP can be classified as coming from middle class background. If Charne and Lilly's education as well as their geographical location are taken together, I would argue that this places them in the MCP category.

Table 9: WCP teachers' educational levels and places of education

Name:	Education:	Institution:
Angela	Grade 12 Degree and HED	Rocklands High School UWC
Adam	Grade 12 Diploma ACE course	Garlandale High School Hewitt College of Education UCT
Alice	Grade 12 Bachelors of Arts HED	Immaculate High School UWC UWC
Cath	Grade 12 Bachelors of Arts HDE	Woodlands Secondary University of Pietermaritzburg UNISA
Gwen	Grade 12 Bachelors of Arts HED B.Ed	Athlone High School UWC UWC UWC

Table 10: MCP teachers' educational levels and places of education

Name:	Education:	Institution:
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Charne	Grade 12 Bachelor of Arts HED B.Ed Honours Masters	Plumstead High School UCT UCT UCT UCT
Mavis	Grade 12 Bachelor of Arts Honours HED	Springfield Girls UCT UNISA UNISA
Lucy	Grade 12 Bachelor of Arts PGCE	Roedean School UCT UCT
Lilly	Grade 12 Bachelor of Arts PGCE	Bergvliet High UCT UCT

Table 11: WCP teachers' dates of birth

Name:	Date of Birth:
Angela	24/05/1975
Adam	12/12/1970
Alice	17/02/1958
Cath	06/02/1967
Gwen	20/10/1965

Table 12: MCP teachers' dates of birth

Name:	Date of Birth:
Charne	23/10/1953
Mavis	1957
Lucy	19/03/1985

Lilly	01/12/1982
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The teachers in the WCP sample would all have received their schooling and teacher training under the differentiated system of apartheid education. Because of this system there was a differentiated curriculum according to race. There is no denying that the education under the banner of apartheid was designed to perpetuate inequalities. Black and coloured education was markedly inferior to the then white education. Aside from a differentiated curriculum, resources and teacher quality also played a part in undermining the education of black and coloured learners.

Each of the WCP teachers went to a school that would have been subjected to this differentiated system.

For the MCP teachers, both Charne and Mavis, went to schools that were more privileged due to the fact that they were schools for the white population. Lucy and Lilly, who are significantly younger, also went to schools that were previously privileged, although they would both have been at school when the rule of apartheid had ended.

According to Hoadley, 'at the tertiary level the quality of, and orientation to, practice available to different race groups in teacher training colleges and universities differed significantly under the apartheid system' (2005:221). It can be assumed, by looking at the date of birth and the numbers of years each of the teachers in the working class sample have been teaching that they were all trained as teachers under the apartheid system.

The WCP teachers' teacher training, for the most part, took place at the University of the Western Cape, while the MCP teachers were for the most part trained at the University of Cape Town. The two exceptions were: Adams was trained at a training college, and Mavis through UNISA.

Looking at the schooling and teacher training for both the MCP and WCP teachers in my sample, one can see that there are consistencies amongst the two groups and differences between the two groups. The differences set up the argument for considering differently socially positioned teachers and their explication of the criteria for transactional writing in chapter 5.

This chapter considered the theoretical resources drawn on in the analysis, the method for analysis as well as the sample. The following chapters present the analysis of data.

Chapter 4: Analysis of the Policy

4.1 Introduction

The following chapter looks at the policy: both the NCS and its specification of criteria for transactional writing. This is done using the four roles model and the concept of framing. I look at how strongly framed each of the four roles is for each of the statements which could refer to transactional writing. I then move to the rubric and do the same kind of analysis as with the NCS. What this analysis shows is show the framing of the four roles within the policy and how the criteria for transactional writing are specified.

4.2 The National Curriculum and the Rubric: Analysis

The analysis in the previous section looked at teachers' social positioning. In this section I will be looking at the policy documents these teachers work with. I will be looking at the National Curriculum Statement (NCS), specifically its reference to writing and transactional writing; as well as the rubric which is used to assess the transactional writing.

The NCS is structured such that there are four learning outcomes for subject English (first or home language). They are as follows:

Learning Outcome 1: Listening and Speaking <i>The learner is able to listen and speak for a variety of purposes, audiences and contexts.</i>
Learning Outcome 2: Reading and Viewing <i>The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.</i>
Learning Outcome 3: Writing and Presenting <i>The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.</i>
Learning Outcome 4: Language <i>The learner is able to use language structures and conventions appropriately and effectively.</i>

Table 13: Learning Outcomes as set out in the NCS

Learning Outcome 3 is of particular relevance when looking for the criteria that refer to writing and to transactional writing in particular.

Within each of the Learning Outcomes there are various Assessment Standards which provide more detail as to the criteria that need to be realised within the Learning Outcome. Under each Assessment Standard there is a list of ‘sub-skills’ which expand or elaborate on the Assessment Standard. Although the learning outcomes are the same across the grades, there are different Assessment Standards for each grade. Looking at the Assessment Standards under LO 3 for Grade 11 I have identified the Assessment Standards and ‘statements’ that would refer to transactional writing. In LO 3 I identified 15 statements of the possible 23. The selection may appear to be arbitrary, since some of the selected statements only tenuously could be applied to transactional writing. This is due to the structure and nature of the statements. Each one, as will be seen, is general in its reference to writing and to transactional writing. I selected each statement that could possibly reference transactional writing, only leaving out the statements that were very clearly not applicable to such writing.

I will begin by looking at the Learning Outcome itself before moving on to the Assessment Standards and the statements identified. The following is provided as a summary for the Learning Outcome in the NCS:

Learning Outcome 3: The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes.

‘The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes’ offers a laudable aspiration on the part of the policy. However there is no indication of what this means, in practice. The ideologies involved in the transformation of knowledge into pedagogic discourse are evident here. The ‘ideal’ picture of the learner is represented, but it is unclear as to the ‘what’ or the ‘how’ to achieve this ideal. The assumption is that the Assessment Standards and the various *statements* or *sub-skills* provided under these assessment standards will provide more of the criteria in order for a

teacher to support the development of competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes. The assumption is that the various assessment standards will make the criteria more visible for both; writing generally and transactional writing in particular. Essentially, one would assume that the criteria would be made clear in what follows the Learning Outcome.

Before analysing each of these statements in more detail, it is interesting to note that there is no specific statement regarding transactional writing in the NCS. This means that the NCS provides a number of statements, and the teacher would need to discern which would apply to transactional writing specifically, for him or herself.

The coding scheme developed for the following analysis uses Bernstein’s concept of framing and the four roles model of Luke and Freebody. By way of example, the following tables demonstrate the coding scheme for Role 1: spelling and punctuation; and grammar.

ROLE 1: Breaking the Code of Texts: the producer of a transactional piece must be able to recognise and use the fundamental features of written texts. Not only in terms of alphabet, spelling, punctuation, sentence structure etc, but also in terms of page layout or format. An example of this would be the recognition of how to set out the letter; using the conventions of letter writing.

The extent to which the NCS makes explicit SPELLING and PUNCTUATION as a criterion for successful transactional writing

Spelling and Punctuation	F++	F+	F-	F--
	Spelling and punctuation are very explicitly identified in the NCS	Spelling and punctuation are explicitly identified in the NCS	Spelling and punctuation are not clearly expressed in the NCS	Spelling and punctuation are not identified as a criterion in the NCS

Table 14: Summary of coding scheme used to analyse the NCS; Role 1: Spelling and Punctuation

The extent to which the NCS makes explicit GRAMMAR USE as a criterion for successful transactional writing

Grammar	F++	F+	F-	F--
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	Grammar is very explicitly identified	Grammar is identified	Grammar is not clearly identified	Grammar is not acknowledged at all
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Table 15: Summary of coding scheme used to analyse the NCS; Role 1: Grammar

In the NCS, below each of the Assessment Standards are a number of bullets, or sub-skills, which I will call ‘statements’. The assumption is that these will ‘open up’ the Assessment Standard and provide clear evaluative criteria.

What follows is the coding analysis of the Assessment Standard and then each of the statements that refer to transactional writing under each of the three Assessment Standards. Statements that specifically referenced writing that was not transactional or functional writing were not included in this analysis. The analysis looks at the strength of the framing of each of the four roles in the statements. The data text is presented in table format, and the coding of the four roles is shown in each table. Following each subject statement and assessment standard table is a more detailed commentary and analysis.

Data Text: Assessment Standard: 11.3.1	Demonstrate planning skills for writing for a specific purpose, audience and context:
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F- F+ F+ F-

Table 16.1

This Assessment Standard 11.3.1 is an example of the broad and generic nature of the criteria presented in the NCS. What are ‘planning skills’? Are these skills reflected in the finished product (learner’s work) or is it a process that will be assessed as a separate ‘task’? How is a learner to ‘demonstrate’ this skill? In addition to this confusion the Assessment Standard does not indicate how planning links to purpose, audience and context. What in fact is ‘context’ referring to here?

What follows the Assessment Standard should be a number of statements which elaborate on the Assessment Standard and the assumption is that the criteria will become clearer.

Data Text: Statement:	identify the target audience and the specific purpose such as narrating, entertaining, persuading, arguing, explaining, informing, analysing, describing and manipulating;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F+
Role 3: <i>using text functionally</i>	F+
Role 4: <i>text analysis</i>	F-

Table 16.2

In this statement there is a little more detail than provided by the assessment statement itself. A list of writing purposes is provided. What is problematic however is the two concepts ‘target audience’ and ‘purpose’ are different concepts. Placing them together in one statement is not helpful in explicating the criteria for writing.

Data Text: Statement:	identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.3

This is the only time the concept of ‘transactional’, specifically as a term, is mentioned in the Assessment Standard’s statements. Notice that it is an example of writing that needs to be identified and explained, but the assessment at the senior level for English indicates that it warrants far more explication in the curriculum than it is given.

Data Text: Statement:	decide on and apply the appropriate style, point of view and format of texts;
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Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F+ F+ F+ F+

Table 16.4

This statement is an example of the generality that the policy seems to employ. There is a lack of specificity with regards to how this general statement would operate within a practice such as transactional writing. Once again a number of concepts are placed together in one statement and this could cause problems for a teacher trying to establish the criteria for writing.

Data Text: Assessment Standard 11.3.2	Demonstrate the use of advanced writing strategies and techniques for first drafts:
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F- F- F- F-

Table 16.5

The mention of ‘first drafts’ is puzzling here. The notion of drafts, indicates a process of writing. The statements do not, at any stage, address process. This introduction of writing method here and as thinly as it is, is problematic for any teacher working with the policy.

Notice also that not one of the four roles has been framed strongly – and this indicates that the teacher will need to ‘control’ the what, when and how for themselves.

Data Text: Statement:	experiment with format and style for creative purposes;
Coding: Roles: Role 1: <i>code breaking</i>	F+

Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F+
Role 4: <i>text analysis</i>	F-

Table 16.6

The word ‘experiment’ is puzzling here. What exactly does the statement intend the learner to do; what is experimentation in terms of transactional writing? The statement seems to imply that a learner should be able to ‘play’ with different formats. This does not match up with the assessment policy, in that the format is either right or wrong.

Data Text: Statement:	identify and use a range of stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbols, colour, placement and sound;
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F- F- F- F+

Table 16.7

This statement is loaded with technical terms which refer to both ‘style’ and ‘rhetoric’ but the list is by no means complete. Once again there is the broad brush stroke approach which leaves the teacher in a position of confusion. What is ‘vivid’ description – is this ‘style’ or ‘rhetoric’ – when should it be used, how is it used? These are the kinds of questions which a teacher would need to answer for him or herself.

Data Text: Statement:	use a wide variety of sentence types, and sentences of different lengths and structures effectively;
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i>	F+ F- F-

Role 4: <i>text analysis</i>	F-
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Table 16.8

This statement lacks detail. What does the statement mean here by sentence type?

Data Text: Statement:	apply paragraph conventions correctly to ensure coherence by using topic sentences, introduction and ending, logical progression of paragraphs, cause and effect, comparison and contrast;
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F+ F- F- F-

Table 16.9

Here we see slightly more detail being used and a sense of specificity with regard to the use of paragraphs. Role 1: code breaking is more strongly framed here and a teacher is more likely to understand what the criteria are for the use of paragraphs and writing. That being said there is a generality which may be problematic, since paragraphs in the transactional writing do differ from paragraphs in a creative piece, say a short story. The statement would usefully be more specific with regard to this.

Data Text: Statement:	use conjunctions, pronouns and adverbs to ensure cohesion.
Coding: Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>	F+ F- F- F-

Table 16.10

The statement is talking about cohesion of writing but fails to specify how cohesion and ‘conjunctions’, ‘pronouns’ or ‘adverbs’ are linked. In what way can cohesion be achieved using conjunctions? There is not enough detail here to be helpful for any teacher.

Data Text: Assessment Standard 11.3.3	Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product:
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.11

As is seen in the coding, each of the four roles is weakly framed. The statement does not provide any clarity as to what exactly the learner writer needs to achieve. What is meant by reflection? On what criteria should a learner evaluate their own work? In this statement we also see Christie's 'Personal Growth' model presenting itself, where social ordering is present.

Data Text: Statement:	analyse overall structure for improvement of coherence and cohesion;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F+
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.12

What elements would need to be analysed with regard to coherence and cohesion? The statement does not provide enough detail for a teacher to really know what criteria would need to be 'analysed' by a learner.

Data Text: Statement:	evaluate whether content, style, register and effects are appropriate to purpose, audience and context;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-

Role 2: <i>text participation</i>	F+
Role 3: <i>using text functionally</i>	F+
Role 4: <i>text analysis</i>	F-

Table 16.13

How are the learners to ‘evaluate’? What ‘effects’ is the statement referring to? There is not sufficient detail here to be helpful for a teacher.

Data Text: Statement:	sustain own point of view/perspective and argument with confidence;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F+

Table 16.14

What does it mean to sustain own point of view with confidence? There is no indication of what this means in this statement or any other statement.

Data Text: Statement:	refine word choice and sentence and paragraph structure, and eliminate ambiguity, verbosity, redundancy, slang, offensive language, unnecessary jargon and malapropisms;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F+
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.15

This statement offers far more detail. There is a clear sense of what what is meant by ‘refine’. There is specificity and elaboration on what it means to refine – as an elimination of ambiguity etc. There is a stronger framing here of role one and thus the teacher has control of the selection.

Data Text: Statement:	demonstrate sensitivity to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyle, ethnic origin, religion, globalisation, HIV and AIDS and other diseases;
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.16

This statement has an overwhelming social regulation angle. The statement is predominantly about moral positioning. The problem is that there is no indication of what this implies for writing and writing criteria.

Data Text: Statement:	prepare a final draft by proofreading and editing;
Roles:	
Role 1: <i>code breaking</i>	F-
Role 2: <i>text participation</i>	F-
Role 3: <i>using text functionally</i>	F-
Role 4: <i>text participation</i>	F-

Table 16.17

This statement hints at process, but does not specify what exactly ‘editing’ means to writing and how this is to be a criteria for assessing writing.

Data Text: Statement:	present final product paying attention to appropriate style such as a neatly presented text or a striking, colourful poster.
Coding:	
Roles:	
Role 1: <i>code breaking</i>	F+
Role 2: <i>text participation</i>	F-

Role 3: <i>using text functionally</i>	F-
Role 4: <i>text analysis</i>	F-

Table 16.18

The mention of a ‘striking, colourful poster’ is interesting. It is suggestive of the multiple literacy model, but this statement does not indicate quite how this genre ties into writing as a practice.

Framing count	F+	F-
Role One:	8	10
Role Two:	4	14
Role Three:	5	13
Role Four:	3	15

Table 17: Framing count for the NCS

The table above provides a count for the number of times each of the roles is either strongly framed or weakly framed. What this count shows is that every role, except for role one is predominantly weakly framed by the curriculum statement. The four roles provide a description of what is required for the production of any transactional writing piece, and if they are not strongly framed in the analysis then we can conclude that what is required for the production of any transactional writing piece is not clearly articulated by the NCS.

Summary of coding of the Four Roles, for the National Curriculum Statement	Framing:
ROLE	
Role One:	F+/-
Role Two:	F-
Role Three:	F-
Role Four:	F-

Table 18: Summary table for the framing of the four roles in the NCS

Strong framing of the four roles would indicate that the evaluative criteria are strongly framed within the NCS. If they are strongly framed then the curriculum would make clear the evaluative criteria. However, looking at the coding for each of the assessment standards and sub-skills, or ‘statements’, which refer to writing and transactional writing, it becomes clear that the framing is generally weak. Therefore the evaluative criteria are not explicated strongly by the NCS.

I now want to consider which model or models of English the NCS falls into. I will be able to establish this by referring to table 4 from Chapter 3 (reprinted below):

Model of subject English:	Role 1: code breaking	Role 2: text participation	Role 3: using texts functionally	Role 4: text analysis
	<i>Spelling and Punctuation Grammar Sentence Structure Format</i>	<i>Audience Awareness</i>	<i>Purpose Context</i>	<i>Writer's point of view</i>
Basic Skills	F+	F-	F-	F-
Cultural Heritage	F-	F+	F-	F-
Personal Growth	F-	F+	F-	F+
Functional Language Studies	F+	F+	F+	F-
Cultural Studies	F-	F+	F-	F-
New Literacy Studies	F-	F+	F+	F-

Table 19: Models of English and the framing of the four roles

After analysing the NCS with regards to the four roles, it seems that the NCS does not have a clear 'model', and very often it is difficult to establish what the focus or intention of the NCS is. The difficulty lies in that the NCS does not have strong framing of any of the criteria provided by the four roles model. I would argue then that the model of English which the NCS seems to in part subscribe to is a combination of the 'Basic Skills' model and at times the 'Personal Growth' or 'Cultural Studies' model. I make this argument because the NCS tends to focus, in part, on what Christie described as 'well regulated citizenry' (2007). The ideal learner is the learner who has basic skills and discipline. Although the NCS is not necessarily focused on this model, it seems that there is a lot of emphasis on basic literacy competencies as well as personal growth. A clear example of the personal growth model is: under LO 11.3.3, the statement states that a learner must be able to: 'demonstrate sensitivity to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyle, ethnic origin, religion, globalisation, HIV and AIDS and other diseases'.

There does also tend to be a presence of the 'Personal Growth' model. Where there is some focus on the learners' personal experience and 'individuality'.

I have established that the NCS does not specify the evaluative criteria for transactional writing and the model of English which the NCS ascribes to is unclear and therefore it is unclear what the appropriate 'gaze' would be for a learner to acquire in order for that learner to be successful in transactional writing. Although I suggest that there is a tendency on the part of the policy to subscribe to both the 'personal growth' and the 'basic skills' models, I suggest this because the 'gaze', at times seems to ask for a sensitive and self-conscious individuality on the part of the learner. The policy indicates that it values well-regulated citizenry, inculcated with the basics; developing inner discipline and personal responsibility.

4.3 Assessment: The Rubric

I now turn to the assessment rubric. This rubric is provided by the Department of Education and is included in the official marking memorandum for the Grade 12 Senior Certificate Examination. Teachers are expected to use this rubric to assess the transactional writing for Grade 10, 11 and 12. Since the NCS does not provide clear and specific evaluative criteria the assumption is that the rubric will provide clarity for a teacher on what to base his or her judgements of a piece of transactional writing.

The rubric works as follows: 18 of the 30 marks are awarded for 'content, planning and format'; and 12 of the 30 marks are awarded for 'language, style and editing'. Within each of these categories there are 7 codes, which indicate level of achievement for each category. Code 7 indicates the 80 – 100% mark region, while code 1 indicates the 0 – 29% mark region. In other words if a learner is awarded a code 7 for both 'content, planning and format' and 'language, style and editing', then that learner has achieved the highest he or she can for both categories and will be awarded a mark between 80 and 100%.

The rubric, supplied by the Department of Education to be used for the marking of the transactional writing for English was analysed in terms of the Four Roles model developed by Freebody and Luke (2003) and Bernstein's concept of framing (1975). The question asked is there evidence of the four roles model in the rubric?

The four roles model provides a description of the requirements for a successful piece of transactional writing, in other words, the four roles provide a description of the evaluative criteria to

be used to judge the success of any piece of transactional writing. An analysis of the rubric will indicate how explicitly specified the evaluative criteria are for a marker/teacher.

I will look at code 7 (80 – 100%) in detail, so as to establish what the criteria are for a successful piece of transactional writing. The assumption is that code 7 will clearly define what a successful piece of transactional writing should look like.

Code 7: content, planning & format	Presence of Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>
Extensive specialized knowledge of requirements of text	Role 1: <i>code breaking</i> Role 3: <i>using text functionally</i>
Disciplined writing – maintains rigorous focus, no digressions.	Role 3: <i>using text functionally</i>
Total coherence in content & ideas, highly elaborated & all details support topic.	Role 3: <i>using text functionally</i>
Evidence of planning &/or drafting has produced a flawlessly presentable text.	
Highly appropriate format.	Role 1: <i>code breaking</i> Role 2: <i>text participation</i>

Code 7: language, style & editing	Presence of Roles: Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i> Role 4: <i>text analysis</i>
Grammatically accurate & brilliantly constructed.	Role 1: <i>code breaking</i>
Vocabulary highly appropriate to purpose, audience & context.	Role 2: <i>text participation</i> Role 3: <i>using text functionally</i>
Style, tone, register highly appropriate.	Role 2: <i>text participation</i> Role 3: <i>using text functionally</i>
Virtually error-free following proof-reading & editing.	Role 1: <i>code breaking</i> Role 2: <i>text participation</i> Role 3: <i>using text functionally</i>
Length correct.	Role 1: <i>code breaking</i>

Table 20: Rubric; Code 7 and the presence of the four roles

A number of questions can be raised after establishing the presence or absences of, the roles in code 7:

What is exactly ‘extensive specialized knowledge’? There is no qualification of what is meant by this in the policy. The scale used here is unclear and there is no indication of what ‘knowledge’ the rubric is referring to. What ‘focus’ is the rubric referring to? Does the rubric suggest that a loss of ‘focus’ would be a kind of digression, on the part of the writer, from the topic or style? To what is the rubric referring when it says ‘extensive specialized knowledge of requirements of texts? Does the rubric reference actual handwriting here or is it referencing the content? What is meant by ‘flawlessly presentable’? There is a tendency on the rubric to use words that are difficult to understand in relation to learner achievement, examples are words like ‘flawlessly’ and ‘highly appropriate’ and ‘brilliantly’. The rubric has a tendency to lapse into an adjectival mode that is not helpful for establishing criteria.

Summary of coding of the four roles for the rubric	Framing:
ROLE	
Role One:	
spelling and punctuation	F-
Grammar use	F+/F-
Sentence Structure	F-
Conventions of Transactional Writing	F+
Role Two:	
Audience awareness	F-
Role Three:	
Purpose/intention	F-
Context	F-
Role Four:	
Point of view	F--

Table 21: Summary of coding of the four roles for the rubric

The analysis of the rubric shows that each of the four roles is not strongly framed and therefore not made explicit by the rubric. Weakly framed roles indicate that the criteria which are provided by the four roles are difficult to discern within the rubric. The rubric seems to be missing a great deal of specificity of criteria as well as cohesion. I will look at this in more detail.

The rubric does not make explicit *spelling and punctuation* as criteria on which to assess a learner's transactional piece of writing. The rubric mentions 'errors' under the 'Language, Style & Editing', which could refer to errors in punctuation and spelling – but there is no specificity regarding the kinds of errors a marker should be made aware of. There is also no indication as to how important this criteria is or is not; in other words, how heavily is the successful use of spelling and punctuation weighted in the overall piece of writing?

As you move from Code 7 down to Code 1, from the 80 – 100% to 0 – 29% code, the rubric also does not specify, in a helpful way, what the difference is between the various codes with regards to these 'errors'. For example: what is the difference between "largely error free" under code 6 and "mostly error free" under code 5? This differentiation is problematic, as it is not specific, for each of the 'criteria' mentioned in the rubric.

The rubric does mention grammar, as a criterion on which to assess the success of a learner's transactional piece of writing. This is done under 'Language, Style and Editing', but once again, there is no specificity regarding grammar. In fact the word 'grammatically' is only used under Code 7: "Grammatically accurate", all the other codes refer to "construction". And again as you move from Code 7 down to Code 1, from the 80 – 100% to 0 – 29%, the rubric also does not specify, in a helpful way, what the difference between the various codes with regards to this 'construction'. For example: what is the difference between "adequately constructed" under Code 4 and "basically constructed" under Code 3?

There is no mention of sentence structure and one can assume that it is included in the 'grammar construction'.

With respect to the conventions of transactional writing and page layout, the rubric is clear that this is criterion on which to evaluate a learner's work. Although it is not at all clear what 'rules' of transactional writing are important to observe. We also, once again, see a problem in understanding what the differences between the various codes are. For example: under Code 5 "Fair knowledge of requirements of text" and "has applied the necessary rules of format" while under Code 4 it says:

“Adequate knowledge of requirements of text” and “has applied an adequate idea of requirements of format”. Words like “adequate” and “fair” need to be qualified.

To summarise for Role One: there is weak framing, meaning that there is no specificity with regards to: spelling and punctuation accuracy; the grammar that should be ‘well constructed’; the use of sentence structure. While format is more specifically outlined it is unclear what the progression is from Code 1 through to Code 7. There is a closing down of the evaluative practice.

The rubric only mentions audience with respect to ‘vocabulary’ and therefore ‘audience’ as a criteria is weakly framed: “Vocabulary highly appropriate to purpose, audience & context” under Code 7. The rubric does not make awareness of audience a high priority. Although there is mention of style, there is not clarity as to whether this relates to, or how it relates, audience in any way. Therefore Role Two, audience awareness, is weakly framed and is not made explicit at all in the rubric.

Role Three, purpose and context, is also largely unspecified within the rubric. There is no mention of ‘topic’ or how the learner addressed the given topic or context. Purpose is given little or no mention. In terms of ‘purpose of text’ the rubric only mentions this specifically with regard to vocabulary: “Vocabulary highly appropriate to purpose, audience & context” under Code 7. One might assume that the rubric is dealing with purpose of writing under ‘Content, Planning and Format’ where it says: “total coherence in content and ideas, highly elaborated & all details support topic”. Supporting the topic may suggest a understanding of purpose, but this kind of ‘unpacking’ seems to demonstrate that ‘purpose of text’ is not clearly specified within the rubric as a criteria on which to measure the success of a piece of transactional writing.

“Total coherence in content and ideas, highly elaborated & all details support topic” may show that the ‘learner’s awareness of context’ is a criterion present in the rubric. The ability to stay on “topic” is essentially an awareness of context provided. However, this is not immediately clear and therefore ‘learner’s awareness of context’ is also unspecified as a criterion on which to assess.

As for Role Four, the rubric certainly does not indicate the ‘learner’s point of view’ as a criterion for measuring the success of a learner’s writing.

The rubric seems to employ an adjectival mode of description. Words like ‘rigorous’; ‘flawlessly’; and ‘brilliantly’ are not helpful, in that they are highly subjective. They are also require high inference on the part of the user of the rubric. There is no specificity created by the use of these words and therefore the evaluative criteria are largely still left to the teacher to generate.

The rubric is problematic. And these problems extend beyond the ‘blurry’ criteria. If you take, for example, a learner who has produced a successful piece of writing – one that meets all the criteria except for format – in other words an A candidate who has managed to forget how to write the address on a letter – how do you score this candidate according to this rubric? He is a code 7 for everything except for format, where he would be, according to the rubric a code 2 or 3. How does the teacher resolve this?

4.4 Summary of analysis: The NCS and Rubric

The rubric is weakly classified, that is it is not strongly bounded to transactional writing concepts. What this does is leaves a significant room for error on the part of the teacher. A teacher using this rubric would have to, to a large extent, draw on their own criteria for judging the learner’s work.

What the analysis of both the NCS and the rubric shows is that the criteria for transactional writing is not provided by either, in any clear or specific manner. Because the criteria are weakly framed, the teacher has to take ‘control’ of the criteria that they will use to both teach and assess their learners’ transactional writing. Teachers will potentially struggle to gain either the recognition or realisation rules since the policy does not clearly articulate what transactional writing is or how to produce a legitimate text.

Teachers are still making judgements of their learners work. I turn now, in the following chapter, to the teachers themselves to establish what criteria they are in fact using.

Chapter 5: Analysis: Teachers' Evaluative Criteria

In this chapter I look at what the teachers are drawing on to judge a piece of transactional writing. I begin my analysis by looking at the marking which was collected prior to the interviews.

I then look at the interview data. I will be using the texts which were marked in the interviews as well as the answers to the questions which were asked during the interviews. My findings are reported within this chapter. These findings are centred on the differences between the two groups of teachers.

5.1 Analysis of the Teachers' marking provided prior to interviews, according to the Four Roles Model

Each of the teachers provided me with three marked pieces of transactional writing. These pieces are examples of Grade 11 learners' work from an examination session or a controlled test situation. I requested that the texts provided had to be made up of: an example of a weak or unsuccessful piece, an average piece and a strong or successful piece. I then analysed these texts, using the Four Roles Model and Bernstein's concept of framing. This analysis was the starting point for accessing what the teachers' evaluative criteria were. This analysis was done prior to the interviews.

Summary of coding for teacher's marking (actual markings i.e. Red Pen)	MCP teachers	WCP teachers
ROLE	Global Score:	Global Score:
Role One:		
Spelling and punctuation	F+	F+
Grammar use	F++	F++
Sentence Structure	F+	F-
Conventions of Transactional Writing	F++	F-
Role Two:		
Audience awareness	F-	F--

Role Three:		
Purpose/intention	F--	F--
Context	F--	F--
Role Four:		
Point of view	F--	F--

Table 22: Summary table: global ‘scores’ for the framing of the ‘four roles’ in the teachers’ marking

The teachers’ actual marking, in other words, the teachers’ red pen strokes (or comments) on the learners’ work was analysed in terms of the Four Roles model developed by Freebody and Luke (2003) and Bernstein’s concept of framing (1975). To what extent can we see the four roles framed by the teachers’ actual marking?

What is seen by the table is a focus on role one and very little, or no focus, on role two, three and four. The four roles model provides a description of the requirements for a successful piece of writing, in other words, the four roles provide a description of the evaluative criteria to be used to judge the success of any piece of writing, including transactional writing. An analysis of the teachers’ marking will indicate how explicitly they frame the evaluative criteria on which to judge a piece of transactional writing.

5.1.1 Teachers’ Marking: Findings

Looking at the marking overall, role one is by far the most strongly framed. This is true for both the working class and middle class positioned teachers. The majority of the marks made on the scripts were linked to the fundamental features of any written text. Since an error in this role is obvious, such as a misspelt word or an incomplete sentence, it is no surprise that the majority of the red pen marks that one sees on the learners’ scripts fall into this role.

There are some differences between the MCP teachers’ and WCP teachers’ marking. The MCP teachers often picked up on sentence structure errors – if sentences did not have a verb the markers would indicate this. The WCP teachers did not seem to pick up on these errors as obviously. Although, within the WCP teachers’ marking there was a lot more underlining and it was often difficult to pick up what errors were being referred to.

It was surprising to me that the WCP teachers did not focus on the format of the writing. This may be due to the fact that the transactional writing topics that the WC learners chose were of an ‘easy’/ less

demanding format structure (i.e. the dialogue or speech). The MCP teachers always acknowledged format in their marking, either by ticking things like addresses and salutation or indicating where there were errors.

Role two was particularly difficult to see in the marking of both the WCP and MCP teachers and therefore more weakly framed. There was no obvious framing of this in the red pen marks of the teachers. The only time this was seen was when the marker was referring to style. For example, when the learner uses the word 'guys' in a formal speech – this word might have been underlined.

Both the MCP and the WCP teachers did underline some errors in style, but it was more common practise in the MCP teachers' marking.

With reference to role three, the understanding of context and purpose of the writing could not be seen in any of the marks made by the markers from both the MC and WC schools. Thus role three was weakly framed. This is not to say that the markers did not pay attention to this in the marking and the mark break down may include a judgement of the learners' achievement in this role.

Role four, was once again also not seen at all in any of the marks made by any of the teachers. As with role three, the fact that there were no marks referring to how the writers point of view was recognised as important is not say that the marker did not consider this in their marking.

5.2 The Four Roles: priorities of the teachers

In order to establish what criteria the teachers were drawing on to make a judgement of a piece of transactional writing I analysed the interview transcriptions using the four roles model. The aim of the analysis was to establish which of the four roles the teacher employed as well to what depth they did so. The following question asked in the semi-structured interview, and its response was used primarily for this part of the analysis: 'What would you say the key elements are for a piece of transactional writing?' The responses to the marking of the two texts the teachers in the sample did during the interview and their reasons for awarding the marks is presented in the section that follow.

5.3 Details of the two texts used in the interviews for marking: (texts in appendix)

Text One:

Text One is an example of a strong candidate's work. This piece shows a high level of sophistication. If one considers the piece in terms of the four roles model it is abundantly clear that the learner has achieved a high level within each of the four roles.

Role One: This learner recognises and uses the fundamental features of written text. There are no errors in spelling, punctuation and sentence structure. This learner has also produced a piece that follows all the conventions of page layout and format for transactional writing.

Role Two: This learner has displayed a clear understanding of the text as a carrier of meaning. The learner displays a good understanding of 'who' the reader is; and has developed a clear connection with the reader through her understanding.

Role Three: The learner has displayed a complete understanding of the function or purpose of the text. Having taken the instruction, or question, and addressed it fully, the learner has been able to write in a way that serves a particular social function.

Role Four: The learner has a developed sense of self in the writing. The writing displays the writer's point of view.

Text Two:

Text Two is an example of a weaker candidate's work. This piece shows a lower level of sophistication. With respect to the four roles model, this candidate does not achieve highly with respect to each of the roles.

Role One: The learner does not always use the fundamental features of a written text accurately. There are problems with spelling, punctuation and sentence structure (incomplete sentences etc). Although the format and layout is satisfactory, the errors made do affect the meaning of the piece.

Role Two: The learner has not always managed to maintain a clear relationship with the meaning of the text being produced. Although there is an attempt to connect with her audience, it is not always clear that there is engagement with the reader and awareness of who the reader is.

Role Three: The learner does address the context and purpose of the text but there is not a strong development of the topic and therefore the writing does not achieve its purpose. The writing has a superficial nature and is therefore not a successful piece of writing.

Role Four: There are a number of generic type responses to the topic given for this piece, and therefore it is difficult to discern a distinctive learner point of view within the writing, once again making the writing superficial.

5.4.1 Analysis of interviews with middle class positioned teachers:

What was clear in the analysis of the interviews of the MCP teachers was that they all refer to each of the four roles when talking about transactional writing. Not only do most of these teachers mention each of the categories within their respective interviews, but many of them are able to develop and explain each role with a reasonable amount of clarity. This clarity often comes through in the teachers' ability to point to specific examples within the texts that were marked during the interviews.

The depth of explanation for many of the categories shows a developed understanding of writing and working knowledge of the criteria on which to judge a piece of transactional writing.

Role One

The MCP teachers, in the majority of the interviews, mention each of the categories that fall into this role. The most 'limited' or underdeveloped criteria are 'spelling and punctuation'. These seem to be assumed criteria, although when it is significant in its effect on the writing then it is given a mention. In three of the four interviews the teachers talk about how the exclamation mark is overused in the stronger text.

Lucy says: "I was a little put off by the overuse of exclamation marks" (p4). While Charne says: "Language wise she overuses the exclamation mark" (p4). Other than this specific comment on a particular punctuation usage, there is no mention of it as a criterion.

What is striking about the MCP discussion of grammar and sentence structure as criteria is the level of specificity with which they talk about the grammar use in the texts they marked during the interview.

Charne talks about a 'command of language' and gives specific examples of errors that have been made. At no stage does she use the blanket term 'grammar' or sentence structure without articulating how it has or has not been used in the two pieces. Examples of this are: in her discussions of 'sentence structure' she points out the errors and uses the technical terms:

In her discussion of the weak candidate's work she says, "she uses fragments all over the show, not full sentence structure, lots of present participles without any auxiliary verbs" p5 Technical terms such as 'fragments'; present participles' and 'auxiliary verbs' not only indicate her depth of understanding, but also the specificity of use of the 'grammar' and 'sentence structure' as criterion.

Lucy talks about 'clumsy writing' with regards to the weaker text and goes on to say that the clumsiness is due to "redundancy" and "dangling participles" (p5). She also talks about the fact that these "grammar mistakes do actually obscure the meaning in places" (p5). This also indicates how the grammar is viewed as integral to the writing and that it does not sit as a separate concept or criterion. The MCP teachers seem to talk about the criteria always in relation to the transactional writing itself.

In Charne's discussion of the strong candidate's work she elaborates on the learner's sentence structure and 'sentence variation'. She explains how the learner has used a variety of sentence constructions; to which she is able to give names ('compound sentence', 'simple sentence' and 'complex sentence'). Her discussion around this criterion is about how the learner has used sentence structure to improve the learner's writing.

Charne says of format, 'because it is so functional, the format has to be correct' p3. This statement highlights the importance of format for the teacher, but as necessity for the transactional writing and not as separated from the writing. It seems for Charne, format is not seen as a 'separated' criterion by the MCP teachers. Each of the teachers in my sample did articulate 'format' as a criterion.

Role one, then is clearly a criterion on which the MCP teacher bases a part of his or her judgement of a piece of transactional writing.

Roles Two and Three

The teachers do not specify 'Audience Awareness' in the interviews, however they do all talk about tone and how that links to purpose. Purpose and the context – the topic given – were a strong focus for the middle class teacher.

Charne was very clear about what the 'key element' is for transactional writing. She says that, 'adaptability of writing, being able to change the tone to suit the particular task' is key to transactional writing. Lilly says to the same question, "the purpose, it must serve its purpose". Lucy says, "format, tone is vital when it comes to Sections 2 and 3, and then whether it's realistic or not,

whether it comes across as being believable...” Although each of these answers is slightly different, what is common to each is the importance that is placed on purpose of the writing.

In Charne’s judgement of the two texts, she says, ‘the one is much deeper and the tone is more developed and full, the weaker one, it’s very superficial, the letter,’ which indicates her awareness of the importance of audience and purpose. She goes on to talk about the content of the stronger text in some detail, saying that she the learner ‘builds up the other person’ (the other person being the reader/audience). This indicates recognition of audience on the part of the learner and that the teacher is picking up on this as a criterion on which to judge. In the same discussion Charne elaborates on the success of the content in terms of it achieving its purpose. Examples of this are: ‘Also again, she wasn’t nagging her friend, it’s terrible, nobody wants to get a letter where your friend’s better than you and nagging you.’

In terms of context, which is essentially the addressing of the question, it is particularly clear in Charne’s discussions about the relative success or not of the two pieces that she is acutely aware of the learner’s ability to address the topic given. Her discussions on content especially highlight this.

Lilly also elaborates on how the stronger text addresses the topic. For example, she speaks at length about how the learner ‘affirms’ her friend.

This level of sensitivity that Charne and Lilly are picking up on in this piece of writing indicates the importance of role two and three for them in their marking. This is also present, although to a far lesser extent in each of the other MCP teacher interviews.

Role Four:

Charne does not discount the role of the learner’s personal voice or point of view in her marking. She says, as a positive point about the successful candidate’s piece; ‘she also spoke about her personal feelings as well, which made it quite warm and sincere.’ This sensitivity to the writer’s perspective indicates that she rewards a personal voice and originality from the learners.

Charne refers to the learner’s work using technical terms that are specific to the subject of English, in her explanation and discussion it is clear that she has proficiency and a command of the technical terms.

What is also interesting to note is that this teacher talks about Transactional Writing and the criteria on which to judge transactional writing in terms of the subject or practice of writing and not in terms

of the learners she teaches. Criticism is levelled at the relative achievement of the learner using a clear set of criteria, which are defined by this teacher.

5.4.2 Interviews with the working class positioned teachers:

In analysing the teachers' responses to the questions about the key elements of transactional writing and the markings of the two texts, it becomes clear that the WCP teachers do not draw on all of the four roles as criteria. What is also evident is that the criteria that are mentioned are often not clearly developed or obviously applied to their judgements.

What seems to be happening is that the teachers use generic terms to talk about the writing and their judgements, but are not always able to articulate or give any detail for their judgements.

Role One

The teachers do mention spelling, punctuation, sentence structure and grammar in the interviews, but for the most part they do not, at any stage, provide detailed explanation as to how this role should or should not be present in transactional writing. They also seldom provide examples from the work when discussing this role.

Angela said things like, 'even the grammar and the actual sentence structure, I think was fairly well done' and no elaboration following this when she gave her reasoning for her mark on the stronger candidate. She then goes on to say about the weaker candidate, 'there were a few mistakes, more mistakes that I picked up, concerning grammar.' The WCP teachers were not specific about the 'mistakes', and preferred to talk generally about a text.

Although the teachers' physical marking of the two pieces does sometimes indicate an awareness of spelling, punctuation and the occasional grammar error – they do not talk in any great detail about its effect on their assessment of the learner.

In each of the interviews with the WCP teachers they do at some stage mention the words 'language' and or 'grammar'. This does indicate a focus on the basic skills of writing, but what is unclear is what is specifically looked at when assessing a piece of transactional writing; 'language' and 'grammar' are very broad criteria.

When pointing out 'weak grammar' the teachers do not talk about how that grammar affects the writing.

In terms of format and the constructs of writing, Angela discusses 'paragraph structure' with reference to the stronger text. This discussion was problematic in that she suggested that she would use the stronger text's second paragraph as a learning tool to show that the paragraph should be divided. This is arguably not a pertinent, or even correct, criticism of the piece of writing. However it may indicate her recognition of format and construction of writing as a criterion on which to judge writing.

Each of the other teachers also mentions format as a criterion. Although, once again it was not always clear to what extent the format influences the overall success of a piece of transactional writing – it was stressed as important for the learner to know. Format was seldom spoken about in relation to the functional aspect of transactional writing itself. What became clear in the interviews, was that format was something that could be learnt by the learner and easily seen by the marker and therefore is a critical criterion for these teachers. This is seen most clearly in the interview with Gwen. The format is clearly considered to be critical for the learner to know.

Gwen gave specific examples about what it is she is looking for: "we're looking specifically at what is in that – what should be in, because that is what we left out in the past, whether they have the opening, the date, and launch, all those kind of things." She then goes on to say: "when we're marking the transactional writing, we're looking at specific things, not necessary how good that things is or how well written it is. Especially for our kids, the weaker ones, so I will focus on that, all the things that should be in that piece." (p4)

Alice says: "As long as they know the format in their head – it's like drilling, drill the format into their head. These are the formats you must know, you must know this for the exam, it's going to come in the exam." (p5)

In Cath's interview, when talking about what she would go over with her Grade 11s, she mentions the 'elements of letter writing', but only mentions 'formats' in her discussion about the 'elements'. (p4)

There is a sense that because format is an obviously 'visible' criterion, it is given a stronger attention by the teachers.

Roles Two and Three

Although the teachers do mention tone in reference to the formal and informal letters, they do not elaborate on audience awareness as a criterion on which to judge a piece of transactional writing. Likewise with Purpose and Context, there is practically no development of these as criteria for any of the WCP teachers. These teachers may make mention of ‘purpose’ or ‘context’ but do not elaborate on them as criteria.

The teachers talk about formal and informal as complete opposites, there is no sense that these two styles lie on a continuum. The teachers also talk about style in terms of the marker rather than the audience and context for which the piece of transactional writing is written.

Most of the teachers talk about ‘content’ in the interviews. This ‘content’ discussion often seems to deal with ‘purpose’ and ‘context’.

What is striking about the teachers’ discussions around content is that very often they are unable to talk about the content’s success or lack thereof without talking very generally. For example they will talk about the content being ‘good’ or that the learner was ‘to the point’. In some cases the teachers gave examples from the learners work to elaborate on their comments, but very seldom was there a discussion about the purpose of the piece and the topic that was given.

Role Four

Role Four, the learner’s own perspective or learner’s voice was not articulated as a criterion in most of the interviews. Alice was, however, one of the teachers who did place emphasis on this. For Alice, the key element for transactional writing was ‘individuality and sincerity’. What was interesting about Alice though was that although she includes role four she, in comparison to each of the other interviewees, articulated very few other criteria.

5.4.3 The differences between the MCP and WCP teachers’ articulations

In looking at the interviews it seems that the middle class positioned teachers have been able to identify clear aspects of writing that they either reward or penalise from the texts they marked, while the working class positioned teachers speak more generally about the texts. The MCP teachers are able to be more specific about their criteria than the WCP teachers. Although, both the MCP and WCP teachers employ a very adjectival mode in their articulations of the criteria.

The MCP teachers were particularly clear on specific aspects of language that were problematic for them in the marking. The WCP teachers spoke about errors generally. What was interesting was the WCP teachers talk about ‘flow’ of the writing. The concept of flow was not explored in the interviews, but this seems like an instinctual sense of the reading of a text – it flows – therefore the language is good. The WCP teachers recognise that the writing is good, but cannot provide reasons for its success. This difference in specificity indicates that both sets of teachers have access to the recognition rules, but the realisation rules for transactional writing are more developed amongst the MCP teachers than the WCP teachers.

Examples of this specificity are particularly clear when looking at the criteria of ‘purpose’ and ‘context’. It seems that the MCP teachers are able to articulate, precisely, why the stronger text has achieved its purpose and accessed its audience. The WCP teachers are only able to speak in general terms about the content – either as being good or bad.

The WCP teachers spoke about formal and informal language with regards to the examiner and these concepts were noted as distinct, and although the MCP teachers also spoke about style and tone, the issue of formality was tied up in the purpose of the letter itself and therefore the audience. For the MCP teacher there appears to be sensitivity to style and tone which is dependent on the purpose of the letter.

The WCP teachers were far more concerned with their learners needing to learn the formats for transactional writing, than the middle class teachers were. This aspect of transactional writing is by far the most visible. A date missing; or a poorly set out address is obvious, and this may be the reason for the working class teachers’ insistence in this regard. It is immediately recognisable as either right or wrong.

Aside from the clear difference in the level of detail each teacher is able to give with regards to the criteria they articulate, what is most obvious in comparing these two interviews is the specialised vocabulary, or technical terms, that each teacher uses when talking about transactional writing. The MCP teachers use more technical terms that fall into the discipline of writing, while the WCP teachers are limited in vocabulary regarding the discipline of writing.

What follows is an analysis of the technical language used by each of the teachers with regard to the discipline of transactional writing.

5.5 Technical Language:

My interest is in how the teachers talk about transactional writing, more specifically how they articulate what is required for success in transactional writing. An assumption is that the teachers will use some kind of technical language to describe the criteria for success. What technical language do the teachers use? Is there a difference in this technical language between the MCP teachers and WCP teachers with respect to elaboration and use?

The technical language employed by each teacher was examined. The analysis showed that although the MCP teachers demonstrate more access to specialised terms than the WCP teachers in both cases the use of a specialised language related to transactional writing is restricted. There was not in fact a substantial difference between the MCP and WCP teachers with regard to their use of technical language.

5.5.1 Technical Term Analysis

For the purpose of clarity and comparison I will analyse each teachers' response to the first two questions in the interview, as well as the set of questions used to talk about the marking of the two texts provided within the interview.

The technical terms will be all those terms that are used to talk about or refer to the practice of writing. In analysing the responses I looked for all the terms and phrases the teacher uses that relate to the technicalities of writing. With respect to elaboration, is the teacher able to use the term in such a way that elaborates or provides an understanding of its meaning? For example: the technical term could be: 'colloquial' and if it is used in the following way: 'The letter was too colloquial, and therefore was not suitable for the reader who was a teacher'. The second sentence elaborates on the technical term and therefore indicates a level of understanding of the term.

WCP Teachers

Name:	Technical Terms Used:	Explanation of use:
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Angela	<ul style="list-style-type: none"> - Application letter - Letter of complaint - Diary entry 	No
Adam	<ul style="list-style-type: none"> - Friendly letter - Business letter 	No
Alice	<ul style="list-style-type: none"> - Personal experience - Sincerity 	No
Cath	<ul style="list-style-type: none"> - style - elements of letter writing - formats - transactional piece - formal letter - friendly letter 	Elaborates on 'elements' as being 'format'
Gwen	<ul style="list-style-type: none"> - format - language - content 	'structuring the format'

Table 23: Technical terms used by WCP teachers

MCP Teachers

Name:	Technical Term:	Elaboration:
Charne	<ul style="list-style-type: none"> - format - tone - purpose 	<p>Elaborates by saying that the writing is functional and therefore 'format' has to be correct</p> <p>'...must be correct'</p> <p>'...must be clearly evident'</p>

Mavis	- purpose	Talks about adaptability; 'to be able to see what the purpose of the writing'
Lucy	- format - tone	No Talk of writing being 'realistic' and 'believable'
Lilly	- purpose	'it must serve its purpose'

Table 24: Technical terms used by MCP teachers

The analysis involved counting each word or term used that refers, in a technical manner, to writing and transactional writing. For clarity, the count was only done for the responses to the first two questions in the interview.

Technical term count for the first two questions about transactional writing as well as each question involving the marking of the two texts interview:

Teachers: Working Class

Name:	Technical Terms used (count)
Angela	14
Adam	12
Alice	12
Cath	11
Gwen	6

Table 25: Technical term count for WCP teachers

Teachers: Middle Class

Name:	Technical Terms used (count)
Charne	25

Mavis	11
Lucy	17
Lilly	16

Table 26: Technical term count for MCP teachers

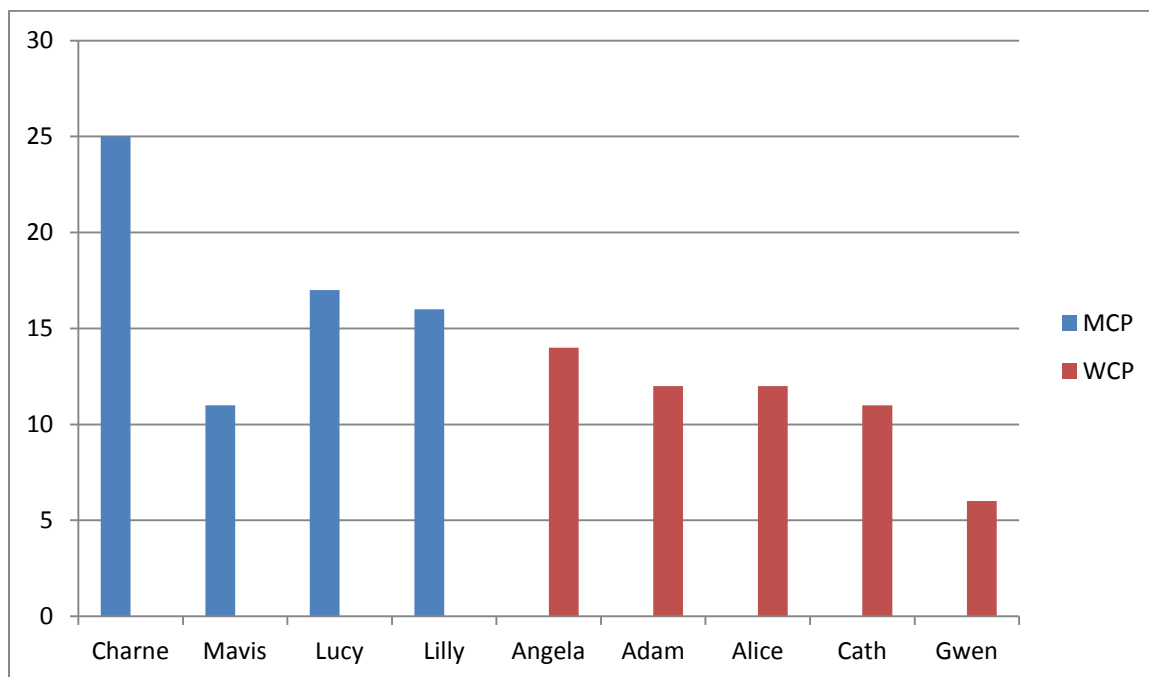


Table 27: Comparative graph showing the technical term count for both the MCP and WCP teachers

This graph shows the difference between the WCP and MCP teachers with regards to the number of technical terms used to reference transactional writing. The MCP teachers use more technical language than the WCP teachers when they articulate the criteria for the transactional writing.

The MCP teachers demonstrate more access to specialised terms than the WCP teachers although in both cases the use of a specialised language related to transactional writing is restricted. English can be understood as a horizontal knowledge structure, where the discourse “consists of a series of specialised modes of interrogation and criteria for the construction and circulation of texts” (ibid , 162). For transactional writing the specialised language would be the technical terms used to refer to the features of this particular form of writing. The development of a horizontal knowledge structure is the introduction of a new language (Bernstein 1999: 163). In terms of acquiring the range of languages Bernstein made a distinction here between what he termed ‘strong and weak grammars’. A strong grammar has “explicit conceptual syntax which is capable of ‘relatively’ precise empirical descriptions” while the weak grammar’s power to make explicit the conceptual syntax is

significantly less (ibid, 164). Simply put a strong grammar is more visible and therefore easier to acquire. English is a horizontal knowledge structure which has weak grammars.

According to Bernstein the pedagogic discourse of English is “constructed in a series of specialized languages, segmentally organised, wherein what counts as achievement is the adoption of a particular pedagogic position or ‘gaze’ rather than any strongly defined position” (2000: 155-74). What this opens up is the issue of tacit acquisition of certain values or truths on the part of the learner (Christie 2007: 157). The learner needs to learn how to “recognise, regard, realise and evaluate legitimately the phenomena of concern” (Bernstein: 1999: 170) but how to do this is not made explicit. This will clearly advantage certain learners while disadvantaging others. A strongly defined position will only be realised when learners have access to the specialised language. If the teachers are not able to use the specialised language themselves, then the ‘gaze’ is unlikely to be adopted by their learners.

5.6 Mark Differentiation

5.6.1 Evaluations by teachers of two interview texts

Each teacher was provided with the two texts described above, to mark during the interview. The teachers marked these texts without the use of the rubric. This was done so that I could see what criteria the teachers themselves were drawing on. The table below displays the marks which were awarded to each text by each of the teachers.

Name:	TEXT ONE: marked out of 30	TEXT TWO: marked out of 30
WCP Teachers:		
Angela	21	18
Adam	22	17
Alice	18	19
Cath	23	17
Gwen	25	17
MCP Teachers:		

Charne	26	12
Mavis	30	19
Lucy	26	17
Lilly	22	16

Table 28: Marks awarded for the two texts provided within the interviews. Mark is given out of 30.

The table immediately shows that there are differences between the MCP and WCP teachers with regards to the marking. What follows is a discussion of these differences.

5.6.1 Analysis of Teachers' assessment of Text One and Text Two:

As explained in the previous chapter, with respect to the four roles, Text One is a successful piece and Text Two is a weak piece, since the roles are not successfully employed within the writing.

For the most part this has been confirmed by the teachers' marking, except in one case – Alice – a WCP teacher, each teacher recognised that Text One was a stronger text than Text Two.

Text Two was awarded a very similar mark by each of the teachers in my sample.

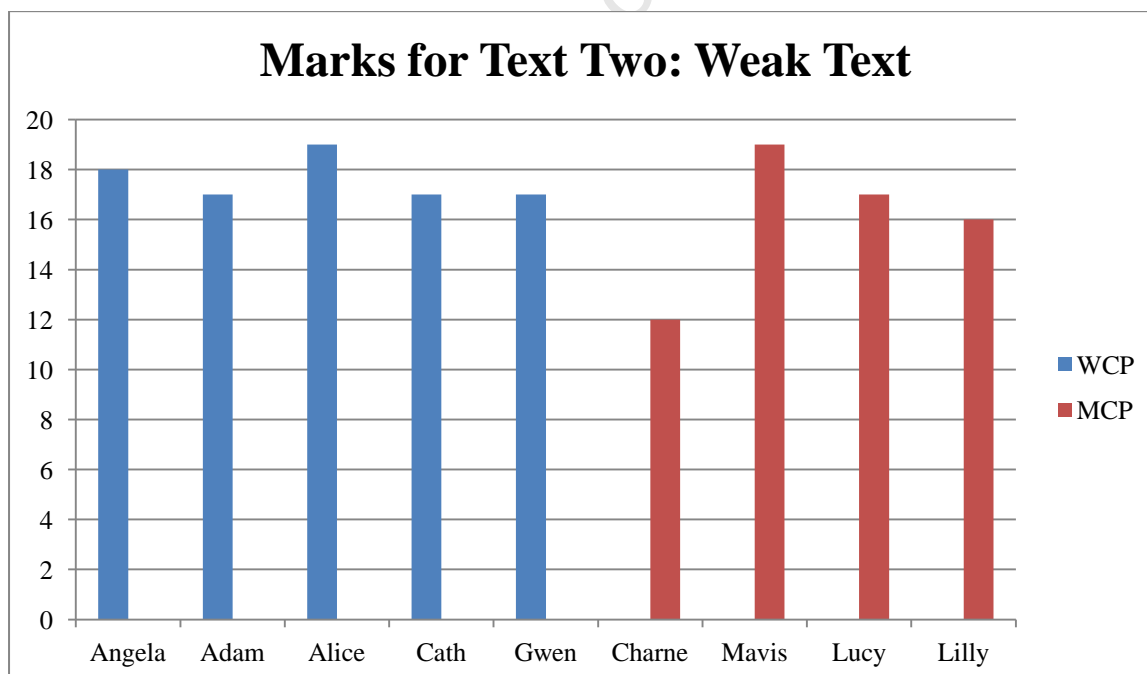


Table 29: Graph showing marks awarded for text two: weaker text

There was however a difference in how successful each of the teachers saw Text One to be. And an interesting pattern emerges if one looks at the marks awarded for Text One.

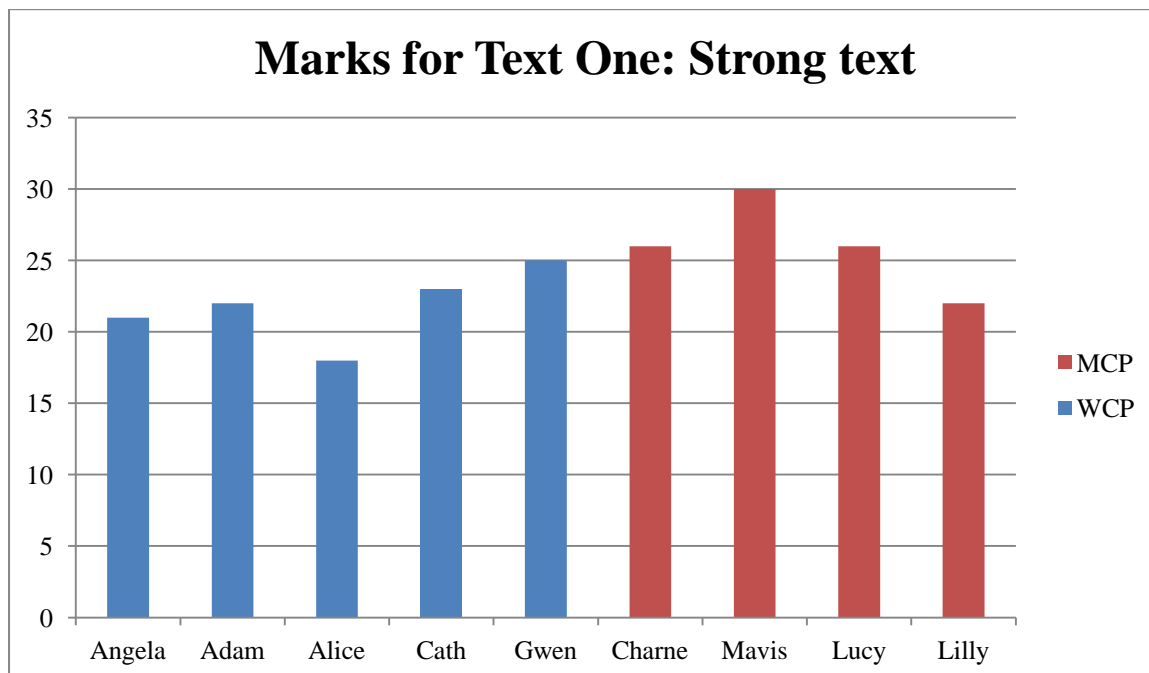


Table 30: Graph showing marks awarded for text one: stronger text

Text One was marked higher by most of the MCP teachers than by the WCP teachers. With the exception of Lilly, the middle class teachers awarded Text One an A, which is above 80 percent. While most of the working class teachers awarded the text a B, which is in the 70 percent range.

Another interesting pattern to look at is the range of difference between the teacher's marking of text one and text two.

Name:	TEXT ONE Strong Candidate	TEXT TWO Weak Candidate	Difference between Text One and Text Two
Angela	21	18	3
Adams	22	17	5
Alice	18	19	-1
Cath	23	17	6

Gwen	25	17	8
Charne	26	12	14
Mavis	30	19	11
Lucy	26	17	9
Lilly	22	16	6

Table 31: table of marks given for both text one and text two and the difference between the two marks awarded

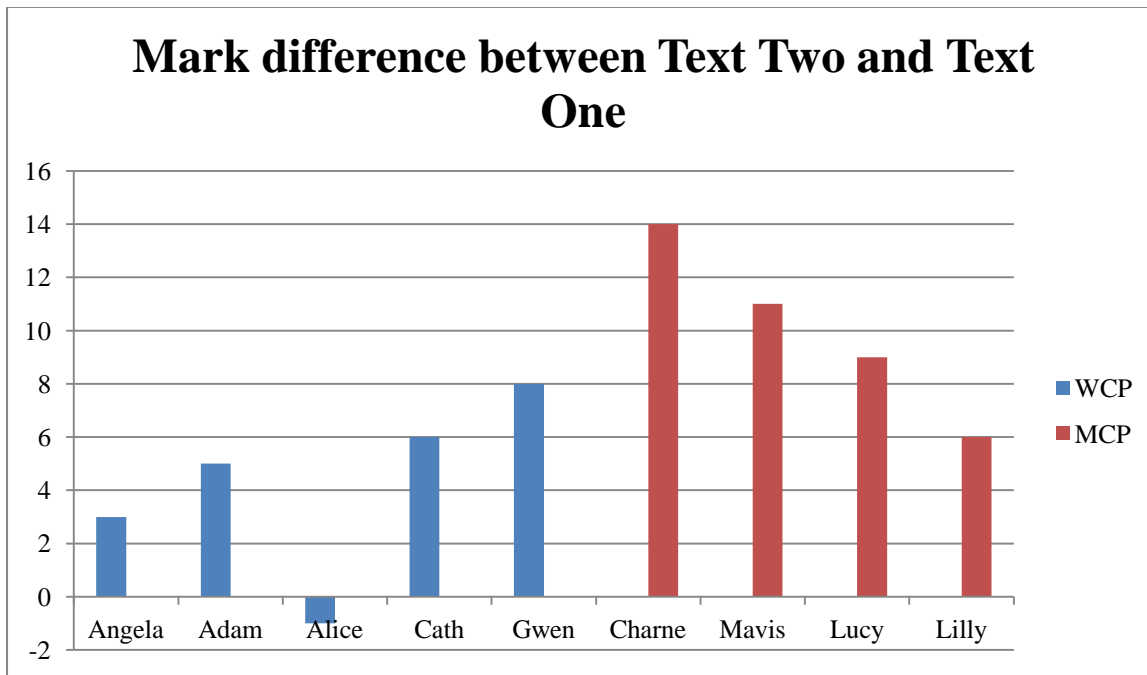


Table 32: graph showing teachers' differentiation between text one and text two

There is a far greater difference between the mark awarded for Text One and the mark awarded for Text Two in the MCP teachers as is shown by the above graph.

Looking again at the four roles, and text one, why do the working class teachers not award this text higher marks?

Looking at the tables generated from the marking of the two texts during the interviews, it becomes clear that the MCP teachers are making clearer distinctions between the two texts than the WCP teachers. Why is it that we see this difference; and is there a reason that the MCP teachers discriminate between these two texts more strongly than the WCP teachers? In order to answer this question we need to look at the justification for the judgements that the teachers make.

According to Mellograno, in Proitz, teachers may base their judgements of learners' work on the following: knowledge, performance and participation (2005). Teachers are not only considering 'criteria', such as writing criteria, either from the curriculum or assessment policy. They may also be considering something else, such as the learners' willingness to do the task or the learner's individual background. There is no doubt that subjectivity plays a significant role in assessment, as is highlighted by much of the research in assessment (Black et al: 2003).

Do the teachers in my sample consider 'participation', in addition to writing criteria, to justify their marking?

In looking at the interview documents and the teachers' utterances about their learners, it was clear that the WCP teachers often referred to 'their' learners as being 'weak' and often alluded to the area in which the school was and the 'type' of learner they were teaching. In the interviews I asked about the marking they had given to me prior to the interview – of their own learners work. I asked them to look at the three texts and to tell me what the main differences were between the weak and strong text. The WCP teachers immediately wanted to know who the learner was, while the MCP teachers looked at the work itself. The WCP teachers often spoke about the learners and their backgrounds. The WCP teachers also said things like:

- '...this is a child who is hardly at school' (Gwen, page 8)
- 'It's a very weak learner as well, it's, probably... even trying to help the child to pass' (sic) (Cath, page 9)
- 'Okay. Who is this? I'd like to know. I'm going to laugh, I'll tell you why. This young man, fantastic family, background, shortage of absolutely nothing...' (Adams, page 12)

These kind of examples indicate that the teachers are considering more than 'writing knowledge' when judging a text.

The problem arises when the evaluative criteria for transactional writing are not clear or specified and the teachers are drawing on their own criteria, then a reliance on 'participation', which is more subjective and relies on the individual learner and teacher's relationship, as a criteria may play a greater role. The learner is then not judged objectively and does not know how well he or she can in fact write. The learner will less easily be able to establish what the evaluative criteria are and know what is expected of him or her for the transactional writing section.

The question still remains, why do the WCP teachers mark the stronger text down more than the MCP teachers? There are two possible reasons for this. The analysis suggests that the MCP teachers

have greater access to the recognition and realisation rules. And secondly, and more interestingly, the WCP teachers are potentially drawing on a more subjective mode when doing assessment. The WCP teachers tend to, as Proitz suggests, include learners' previous success – or not) – in a particular assessment. The data suggests that WCP teachers are approaching the marking of a personal text with some kind of sensitivity to that particular learner who produced that text. The data suggests that the WCP teachers are aware of the particular background of each of the learners they are assessing. In Proitz's terms, the WCP teacher is not only looking at 'performance' but also at 'participation'; and this participation refers to the learners' action or approach in doing the task for assessment. The WCP teachers may in fact be perceiving less need in the stronger candidate and therefore not attributing a higher mark to that particular learner.

5.8 Model of English (visibility)

In trying to establish what the teacher is drawing on when marking transactional writing for senior grades, it may be useful to explore how the teacher conceptualises the subject of English. This conceptualisation may provide more insight into where the teacher's focus lies and perhaps display their evaluative criteria more clearly.

Christie and Macken-Horarik's paper called: 'Verticality in Subject English', takes a look at the subject of English from a historical perspective. They look at the various 'models of the subject' and elaborate on the knowledge structures of each model. Bernstein's concept of knowledge structures allow them to analyse the various models on how visible or not they are to the learner.

In Bernstein's terms, the subject of English has a horizontal knowledge structure with 'weak grammars' which means that the subject is constructed in a 'series of specialised languages segmentally organised', wherein success in the subject means that the learner is able to adopt a 'particular pedagogic position or 'gaze'. This position or gaze is in place of a defined theoretical position. The question is then: what 'gaze' do the working class and middle class teachers want their learners to adopt?

Using Christie and Macken-Horarik's paper, and the interview data we can establish which of these 'models' of English each of the teachers employs in their own conceptualisation of the subject; as well as what 'gaze' they want their learners to adopt. Although these models are set out as distinct or

separate models as English the subject has evolved, it is possible to view elements of different models in the way the teachers talk about transactional writing.

The six models Christie and Macken-Horarik suggests are: basic skills; cultural heritage; personal growth; functional language studies; cultural studies; and new literacy studies.

Having looked at the criteria that are explicated by the teachers with regard to the four roles model as well as their general discussion during the interviews, we can establish which of the models, or combination of models, of English these teachers ascribe to.

Both the middle class and working class teacher conceptualise the subject within the 'Personal Growth' model. This is perhaps due to the National Curriculum and its competency based approach. The Personal Growth model is characterised by 'personal literacy'. The model has a strong sense of 'learner centeredness'. The texts that dominate this model are exactly the kinds of texts that are used in Section B and C for Paper 3 in the final examination for English home language. Examples of these texts are: 'journals, dialogues, personal letters etc.'

The valued subject position or gaze asks for: 'a sensitive and self-conscious individuality – in dialogue with texts and with others who share their personal responses to texts and experience' (2007: 168).

There are two interviews that stand out as clear examples of the 'Personal Growth' model of English.

When asked 'If you were to prepare a Grade 11 for their end of year paper 3, specifically for the transactional writing section, what key things would you want them to know?' Mavis, a MCP teacher, said: 'The formalities, so that one would not offend in real life, and to get to the point, and if it's providing information, to provide the information in a succinct way. As well as revealing something of themselves, something positive of themselves.'

Alice, a WCP teacher, said the following to the question 'What would you say the key elements are for a piece of transactional writing?': 'Individuality and sincerity. The child can be given any topic – the child's given ten topics, but they must – show them actually how to choose a topic they can get into. Ten people can write about a personal experience, but two people will be outstanding. The others will be observers, and the other two would have experienced it. So personal experience and sincerity, that is important in creative writing for the child.'

These two quotes clearly exemplify the Personal Growth model in that they are both have an element of the 'personal discovery' with regards to learners writing.

Christie and Macken-Horarik says that within this model, ‘the language of English became increasingly invisible, while the pedagogic position was that of one actively involved in ‘self expression’. They then go on to explain, in Bernstein’s terms, that achievement in English for this model is ‘tacitly understood’ (2007: 162).

The analysis suggests that WCP teachers, except for Alice, tend to emphasize a more basic skill approach than the MCP teachers who emphasize a more personal growth approach. The WCP teachers tended to point out more ‘basic skill’ type errors in the writing. The interview data shows this by the number of common errors highlighted by the WCP teachers marking.

5.9 Conclusion

This chapter looked at the teachers’ articulations of the evaluative criteria they use to judge a piece of transactional writing. The chapter explores the differences in these ‘articulations’ between the two groups of teachers in the sample whose social positions differ. The data used was the interview transcriptions as well as the marking done during the interviews.

The analysis shows that there is a difference between the two groups in my sample.

The MCP teachers made a more substantial differentiation between the weak and strong texts when marking, and were prepared to award a higher mark to the successful text than the WCP teachers were prepared to; the MCP teachers’ legitimisation for their marking was more on the writing practice of the learner than on the learners’ ‘participation’ in the process (i.e. the MCP teachers did not take into account the learner’s attitude to the work or that learner’s background as strongly in the assessment of the learner).

The WCP teachers in the sample displayed less specificity when referring to writing as a practice. The WCP teachers were not always able to talk, in a technical way, about what was going on within transactional writing. It seems that the WCP teachers were more inclined to consider aspects beyond the actual text when evaluating the work – such as learner’s participation and effort – and this indicates a far more subjective approach than the MCP teacher.

This analysis indicates that the MCP teachers seem to have clearer evaluative criteria for the marking of the transactional writing than the WCP teachers. That being said, although a difference is shown in this analysis it is not to say that the MCP teachers are successfully drawing on clear evaluative

criteria themselves. In both cases teachers' access to the recognition and realisation rules, according to the analytical framework provided by Freebody, for transactional writing is not strong.

If we look at Christie's models with respect to both the MCP and WCP teachers, we see that the model of English both sets of teachers employ is still one that leaves success in subject English largely 'invisible' to the learner. The personal growth model, according to Christie, makes the achievement of a facility of writing a tacit operation. The achievement is tacit because it is not clear what language skills are actually required in order to succeed?

University of Cape Town

Chapter 6: Discussions and conclusion

6.1 Introduction

The evaluative criteria are at the heart of any practice and therefore critical for a teacher to possess. Evaluative criteria are of particular importance when the knowledge structure is horizontal in nature – as is the case with English. The danger of a horizontal knowledge structure is that there is already a tendency for the weakening of the criteria. It is therefore necessary for the curriculum policy in relation to these subjects to be vigilant in its articulation of the criteria. This study shows that both the curriculum and the teachers' in the sample exhibit a restricted articulation of the criteria for transactional writing.

This study set out to establish what the evaluative criteria are for transactional writing according to the policy, specifically the National Curriculum Statement and the assessment rubric used to mark Section B, the transactional writing section of Paper 3. The working hypothesis was that if the curriculum was poorly specified then teachers would be required to generate their own evaluative criteria when assessing the transactional writing, and that this generation would vary across different social contexts. The study did establish that the criteria were indeed poorly specified in the policy. The fact that the policy does not clearly specify the criteria for transactional writing means that teachers will need to specify the criteria themselves. The study then looked at teachers' own evaluative criteria, in other words, it sought to establish what the teachers in the sample were drawing on if not the policy. What access to the recognition and realisation rules for transactional writing did the teachers have? The study established that teachers were able to specify the evaluative criteria for themselves in a limited way that foregrounded a basic skills and personal growth model of English. The study went a step further and set out to compare the differently socially positioned teachers' evaluative criteria for the transactional writing. This chapter summarises the findings of each of the sub questions posed by the study.

6.2.1 How are the criteria for transactional writing articulated in the available policy?

The analysis showed that the NCS and the rubric do not provide clear evaluative criteria for transactional writing. The study first established what the 'transactional writing' is as a practice, and

what is required for the production of a successful piece of transactional writing. Drawing on the four roles model of Freebody and Luke, together with Bernstein's theorisation of evaluative criteria and Christie's models of English, a clear delineation of the criteria required to produce a successful piece of transactional writing was established, as well as a means for analysing their presence in the curriculum and teachers' articulations.

In the analysis of the policy, the four roles were found to be weakly framed, in other words, the curriculum and the assessment policy did not provide any clarity with respect to the criteria for transactional writing in terms of the four roles. Code breaking, text participation, using texts functionally and text analysis are all elements of transactional writing largely left to the teacher and learner to define and articulate for themselves.

6.2.2 How do teachers articulate the criteria themselves?

The evaluative criteria as provided by the NCS and the rubric were shown to be unclear or poorly specified. However, teachers are still making judgements on, and assessing their learners' productions. Teachers are therefore deriving the evaluative criteria from elsewhere.

The study attempted to unpack what teachers' evaluative criteria were, and whether there was any difference in the articulations of teachers in different social positions. The study did this by looking at each teacher's marking, in other words their assessment of their learners' transactional writing and the way they justified this marking.

Using the four roles, the study looked at the roles and how the teachers framed them, which of the roles the teachers used, and to what extent the roles were present in their assessment. The analysis showed that both the WCP and MCP teachers to a large extent focused on role one, code breaking, as an evaluative criterion.

The teachers in the sample, for the most part, drew on this role with little reference to the remaining three roles. The fact that these teachers did not reference the other roles indicates that they have restricted access to the recognition and realisation rules for the production of a successful piece of transactional writing. Since role one offers only the most basic of criteria required for writing, questions are raised regarding the teachers' access to the criteria relating to the more complex skills and knowledge required at the senior level for the transactional writing. According to Christie, learners at this level (the senior grades) should be further expanding and consolidating their linguistic

resources and expressing value judgements and opinions. These skills are not the emphasis in the analysis of the criteria being used by the teachers in the WCP sample and to a large extent in the MCP sample too. At times, the MCP teachers were able to draw on criteria in the other three roles. The following section looks at these differences in more detail.

The study also looked at the subject position or gaze that is valued by the teacher or which model of English, as Christie refers to it, is adopted by the teachers. The model which the teachers in both the MCP and WCP samples, to a large extent draw on is the 'basic skills' model, which says that the acceptable 'gaze' or subject position is: "A well regulated citizenry, inculcated with the basics; developing inner discipline and personal responsibility" (Christie, 1999) .

The model of "personal growth" and "cultural studies" are two models which are adopted by the policy as well as the teachers. The MCP teachers, and one of the WCP teachers in the sample, adopt a gaze which is predominantly of the personal growth model. The study indicates that the valued subject position or gaze asks for: "a sensitive and self-conscious individuality – in dialogue with texts and with others who share their personal responses to texts and experience" (Christie: 168). The problem here is that the evaluative rules for transactional writing are 'invisible' and the valued pedagogic position of the teachers in the sample has a tendency to focus only on 'self expression'.

6.2.3 Are there any differences in these articulations which are dependent on social position?

Using the interviews and teachers' marking, a comparison was done between the MCP and WCP teachers' articulations of the evaluative criteria.

These differences showed that the MCP teachers tended to focus on more general writing criteria, although what was evident in my analysis was that the MCP teachers often failed to address all the aspects of transactional writing as a specific practice. The MCP teachers did not show a complete understanding of what is expected of a transactional writing piece. The MCP teachers in this sample failed to frame many of the roles strongly when talking about the criteria they used to evaluate a learner's text. In other words, the MCP teachers do not make visible each of the roles required for the production of a successful piece of transactional writing.

WCP teachers in my sample did not articulate clear evaluative criteria and were unable to make the four roles visible. The WCP teachers indicated more restricted access to the recognition and realisation rules in relation to the four roles than the MCP teachers.

The starkest differences between the WCP and MCP teachers lies in the differentiation between the two texts provided to mark in the interviews; as well as the use of the technical language when talking about the transactional writing.

The WCP teachers did not differentiate significantly between text one and two – the strong and weak texts. This may indicate that the WCP teachers are less able to recognise the evaluative criteria for themselves. The implications of this finding are that their learners will be less able to establish the evaluative criteria and therefore less likely to succeed in the transactional writing section.

The analysis also showed that WCP teachers at times legitimised their marking by referring to subjective elements such as the learners' personal background and the willingness of the learner to engage with the task. If English has greater 'contextuality' as opposed to 'conceptuality', then this contextuality has an effect on the clarity and source of judgement of teachers when grading learners' work. This then leads to teachers looking at 'participation' as an additional criterion with which to judge a learner's work. This 'participation' as a criterion was not evident within the MCP teacher sample. The MCP teachers tended to refer to the work itself rather than the learner who presented the work.

6.2.4 Is there a relationship between the curriculum articulation and the teachers' articulations?

This study shows that there is not a substantial difference between the curriculum articulation and the teachers' articulation of the evaluative criteria for transactional writing. The policy does not specify the criteria for the transactional writing, and the teachers are being forced to establish their own evaluative rules for the transactional writing. The study shows that the teachers from both the MCP and WCP sample do not articulate the evaluative criteria clearly either.

The evaluative rules are those rules that regulate the pedagogic practice at the level of the classroom. For Bernstein, the evaluative rules "defined the standards which must be reached" (1996: 115). The evaluative rules act selectively "on contents, the form of transmission and their distribution to different groups of pupils in different contexts" (1996: 115). If the evaluative criteria are not clear,

according to the theory, then there are serious implications for both the MCP and WCP teachers and the learning of transactional writing. What is required for a successful piece of transactional writing is not necessarily accessible for the learner. If teachers are unable to distinguish a context, or orientate to the special features of transactional writing, then they will not be able to understand what counts as legitimate knowledge for transactional writing.

Although the study shows that the MCP teachers are able to articulate some of the evaluative rules, they are still not making the evaluative rules clear. The acquisition of the evaluative criteria for transactional writing is largely left implicit in both the MCP and WCP teacher samples.

The realisation rules regulate how meanings are put together in order for a legitimate text to be produced. If teachers do not possess the realisation rules, which is what the current study suggests, then there will be no clarity with regards to what a legitimate piece of transactional writing should be. In addition to teachers not possessing the realisation rules, learners will have to possess the recognition rules in order to recognise the speciality of the context within which they are working when dealing with transactional writing. Prior work, such as that of Christie (1999) suggests that the middle class learners often seem to have access to the recognition rules, which the MCP teachers are able to rely on. This may be less likely to be the case with the WCP teachers and their learners. The problem therefore is that implicit evaluative criteria have far greater implications for the WCP teachers and their learners, since this is where the criteria are the least clear.

The study shows that the difference between the MCP and WCP teachers and their articulation of evaluative criteria is not substantial.

6.3 Implications moving forward

The policy needs to specify the evaluative criteria clearly if teachers are to provide access to the specialised knowledge of producing a transactional piece of writing. The policy needs to be explicit on how to write a successful piece of transactional writing – what specialised language needs to be acquired in order to produce a good piece of writing.

In Christie's terms the model of English needs to be "more theoretically robust and more transparent" (2007: 157). This model would be "internally coherent, based on well theorised organising principles and articulated in a (meta)language that allows for progression up the years for

all students” (2007:157). The curriculum policy and the assessment rubric are not internally coherent and do not articulate a (meta)language that allows for progression.

The four roles model helps to indicate a way in which the evaluative rules may be more strongly framed by the curriculum policy and made clearer for the teacher.

With the introduction of the new curriculum (CAPS) this kind of research is valuable in trying to anticipate the potential impact of the incoming policy. Although there is no time here to expand on CAPS and how it may be different from the NCS the following observations can be made about CAPS. CAPS has adopted a clearer approach to writing which is the process approach. What this seems to indicate is that the policy is providing more criteria for the teacher with which to teach and assess writing. CAPS also provides more by way of content description about writing. That being said, there is still little detail about transactional writing in particular, and the description of writing criteria is still of a general nature. The assessment weighting for transactional writing has remained the same.

This research becomes particularly interesting with regards to the possible solutions to the current problems within the outgoing curriculum. There is large scope for similar analysis of the CAPS in relation to teachers in different social positions.

6.4 Limitations

One of the main limitations of the current research lies in the restrictions involved in the process of interviewing. What is said within an interview is not necessarily what is intended. Interviews, according to Ensor are constraining in that they may canalise and silence expression (1996).

The interviewees in my study are positioned, in addition to social positions, within the teaching field of English and can be expected to produce and reproduce utterances and general comportments associated with their positioning within the field of English teaching (Ensor 1996). Essentially, teachers are likely to rely on or fall back on “typical” and expected ways of talking about their subject which does not necessarily indicate a real understanding of the subject.

A further limitation of the study is that it looks only at transactional writing in isolation. The transactional writing is only a small part of the English curriculum and the findings in this study may not be applicable to other areas of subject English.

As has been mentioned before in the study, the most significant limitation is that of the conceptualisation of social class and the relation made to the realisation of evaluative criteria. The links drawn by the current study are at best tentative. The study's sample is too small to make claims beyond itself. Further research is required where a larger sample is used. The study does suggest, however, different dynamics at play in different social class schooling contexts in relation to teachers' evaluative criteria. This would usefully be explored further.

6.5 Conclusion

The South African curriculum for English transactional writing is underspecified and therefore the evaluative criteria are not visible, especially for the teachers. Especially in subjects with horizontal knowledge structures, attention in curriculum and assessment policy needs to be given to making clearer the conceptual underpinning and meta-language for identifying success. The study has begun to point to some of the social implications of underspecification, especially for teachers.

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Appendix A:
Text One: Stronger Text

Section B: 2.2 Friendly Letter

5 Durbury Rd
Kreupelbosch
7945
12 October 2010

Dear Mischa,

Well done - you have made it to matric! I am so excited for you in that you are almost finished high school! I remember when you were so nervous about going to grade eight, but now look where you are! I know you are nervous about your exams, but I do not think you need to worry. Just as grade eight turned out better than you imagined, I think these exams will too!

I know that you started studying ~~week~~ weeks ago and that you know your work well. I would, however, encourage you to relax. When I study I find it easier if I relax and focus instead of being stressed and rushed. Taking study breaks also helps, as it allows your mind to relax and therefore concentrate better. You should also reward yourself, maybe by allowing yourself some chocolate once you have finished a section of work! I am sure these exams will go as well as they usually do, if not better! Your dedication and work ethic are an inspiration to me and always make me want to try harder - thank you! Stellenbosch will be blessed to have you study there next year!

Yet again I encourage you to relax and not worry. Do your best and enjoy the end of your high school career! I will be praying for you and look forward to hearing of your many successes in these exams and at varsity!

Your friend
Kristen

± 200 words

Appendix B: Text Two: Weaker Text

Section B.

194 words

Question 2.2 Personal Letter

32 6th Avenue

Fairways

7800

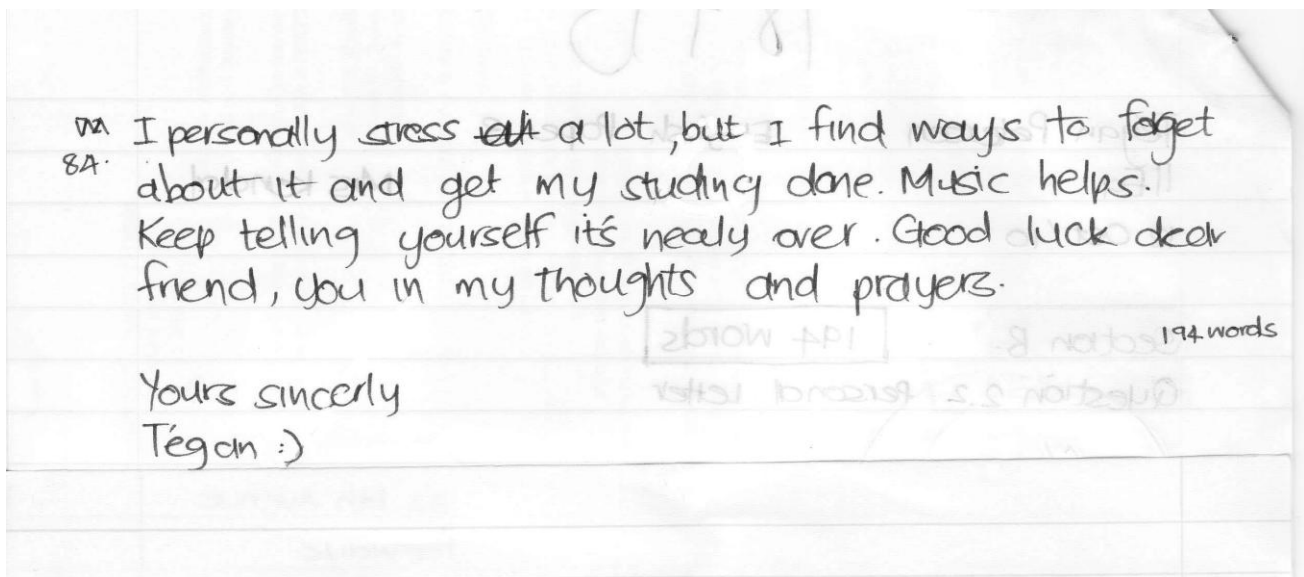
12 October 2010

Dear Ciara

³⁸ We had this conversation just last week on how quick this year is going and how stressful it's becoming for everyone. Hanging on our minds, that in about 2 weeks we will be writing our first final exam.

⁷⁷ Realising there is no time to party up a storm, fool around in class or waste precious study time. It's wake up, eat study, eat and sleep. I know you've taking things really serious this term which is understandable, but you need to remember stressing out makes everything worse unless you can handle it. Finding time to unwind or just relax is always a good option.

Once this is all over and it's time to ~~hit the big~~ ^{and think} open up a new chapter in our lives, we will sit back on past years and exam pressure and think that it was worth it.



Appendix C: Interview schedule

Introductions:

1. What is your date of birth?
2. Where were you born?
3. Where do you live?
4. Are you single / married
5. [If has partner] What does your partner/husband do?
6. How many dependents do you have?
7. What schools did you attend?
8. What were your parents' schooling and occupations?
9. What are your formal qualifications?
10. Where did you do your formal qualifications?
11. What is your teaching experience? (How long, which schools, what subjects?)
12. Where did you train to be a teacher?
13. Do you have any other work experience? If yes, what?
14. What do you do in your spare time?

General Questions:

1. What would you say the key elements are for a piece of transactional writing (Section B and C)?
2. If you were to prepare a Grade 11 for their end of year paper 3, specifically for the transactional writing section, what key things would you want them to know?

Ask the interviewee to read and mark the two scripts (strong candidate and weak candidate). Provide a red pen and ask them to try and mark as they would normally, although without the rubric. (I think that it needs to be established that this is not a test of their marking.)

1. What mark did you award to this piece [stronger candidate]?
2. Why did you award this mark?
3. What mark did you award to this piece [weaker candidate]?
4. Why did you award this mark?
5. What are the main differences between the two pieces?
6. If they are the same [if the teacher doesn't distinguish], why are they similar?

Probes:

Strong Candidate:

1. If you were to use this [the first two lines of paragraph 2] as an example text to show other Grade 11s; what would you want them to notice about it?

Weak Candidate:

2. If you were to use this as an example text to show other Grade 11s; what would you want them to notice about it?

Questions on own marking

1. Looking at your marked texts, what would you say the difference between your weak and strong candidate is? / Why did you award this mark?

General on the Rubric:

1. Do you use a rubric?
2. If no, why? If yes, why?
3. Do you find the Rubric useful or not? Explain
4. What aspects of transactional writing are emphasized by the Rubric?
5. How could the rubric be improved to be more helpful to you?

Final Questions ('Show my hand')

Look at this list of criteria (give the teacher a copy of the list).

1. I have a list of criteria here for transactional writing. Could you look at the list and rank the criteria from the most to the least important when marking writing.
2. Why do you think this is the most important criterion?
3. What marks out a really excellent piece in terms of these criteria?

List:

Language, spelling and grammar

Awareness of purpose and context (question)

Format

Awareness of audience

Learner's personal perspective or point of view

Appendix D: Rubric

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT, PLANNING & FORMAT 18 MARKS	<u>14½-18</u> -Extensive specialized knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	<u>13-14</u> -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	<u>11-12½</u> -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	<u>9-10½</u> -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<u>7½-8½</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<u>5½-7</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented, -Has vaguely applied necessary rules of format – some critical oversights.	<u>0-5</u> -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content & ideas, has few details which support topic. -Inadequate planning/drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 12	<u>10-12</u> -Grammatically accurate & brilliantly constructed. -Vocabulary	<u>8½-9½</u> -Very well constructed & accurate. -Vocabulary very appropriate to	<u>7½-8</u> -Well constructed & easy to read. -Vocabulary appropriate to purpose,	<u>6-7</u> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for	<u>5-5½</u> -Basically constructed. Several errors. -Vocabulary limited & not very suitable	<u>4-4½</u> -Poorly constructed & difficult to follow. -Vocabulary requires some	<u>0-3½</u> -Poorly constructed & very difficult to follow. -Vocabulary requires

MARKS	highly appropriate to purpose, audience & context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading & editing. -Length correct.	purpose, audience & context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	audience & context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading & editing. -Length correct.	purpose, audience & context. -Style, tone, register fairly appropriate. -A few errors following proof-reading & editing. -Length almost correct.	for purpose, audience & context. -Lapses in style tone & register. -Several errors following proof-reading & editing. -Length – too long/short.	remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.	serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too
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