

Teachers in the National Curriculum Assessment Policy: What Powers Do They Hold?

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ABSTRACT This article opens up a discussion on the power that teachers have in mathematics curriculum at the Further Education and Training Level. It is related to the general question: who beats the drums in school mathematics education in South Africa? To what extent is the teacher given an opportunity to exercise power in mathematics assessment? If the teacher is given power, what does that power allow him/her to do, and under what conditions does this happen? From the vantage point of assessment, this article is an attempt to unpack the question of teacher power by looking at how teachers are positioned in the National Curriculum Statement (NCS) Assessment Policy for Mathematics (Grades 10-12, Department of Education). The case of mathematics is presented here to illustrate the above complex questions of teacher power in curriculum assessment.