



UNDERSTANDING QUALITY ASSESSMENT IN SCHOOL-BASED ASSESSMENT IN THE HISTORY FET PHASE: TOWARDS THEORY OF PEDAGOGIC DEVICES

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Article Information:

Article Type:
Research Article

Manuscript Received:
31 January 2025

Final Revision Received:
15 September 2025

Accepted:
30 May 2025

Published Online:
15 October 2025

Keywords

School-based assessment;
quality assurance;
assessment policy;
curriculum and
assessment policy;
history; further
education and training

Abstract:

This study investigated quality assurance in assessment, focusing on History FET grade 10–12 School-Based Assessment (SBA) practices. The purpose of this study was to examine the degree to which quality is assured when planning and administering SBA in the history FET phase grade 10–12. The study took place in three schools in the Sekhukhune South district of Limpopo province. The reason for choosing these schools was the identified information gap and socio-economic issues that existed within the rural schools in the Sekhukhune district. The research design used in the study was interpretivist, and it was qualitative in nature to investigate how quality is assured in school-based assessment in the history subject FET phase (grades 10–12). The key findings of the study are that quality assurance measures and adherence are equated to the process of moderation of SBA's. One finding that emerged was the challenge experienced by teachers, which is a lack of autonomy in assessment practices. This is reflected in the promotion and use of past common assessments as a measure to assure quality in pedagogical episodes. Considering the findings, the study recommends the development of quality assurance mechanisms specific to the history subject that will alleviate the skills gap in assessment (SBA) and lead to an effective implementation of the curriculum.

Cite this article: Martha Mhlanga, David Matsepe and Mugwena Maluleke (2026). Understanding Quality Assessment in School-Based Assessment in the History FET Phase: Towards a Theory of Pedagogic Devices. The Journal of Sustainable Development, Law and Policy. Vol. 17:2. 125-141. DOI: 10.4314/jsdlp.v17i2.6.



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Publisher: Institute for Oil, Energy, Environment and Sustainable Development (OGEES Institute), Afe Babalola University, Ado Ekiti, Nigeria.

1.0 INTRODUCTION

The study focuses on quality assessment and assurance measures in school-based assessment (SBA) specific to the history subject FET grades 10–12. It sought to investigate how history teachers interpret and implement educational policies regarding quality assurance in their school-based assessment (SBA) practices in history to promote historical thinking and skills.¹ Using qualitative methodology, the study was conducted in a rural area of Limpopo in the Sekhukhune district to find out the effects of contextual factors on the success of historical SBA policy implementation in the FET phase, grades 10–12.

The study reveals that most teachers and departmental heads administer assessment and SBA according to the needs of their cluster or area. Furthermore, the study concludes that success of educational activities relies on the subject's departmental head (DH), school management team (SMT), school assessment team, subject facilitator, and the provincial department of education's expertise in teaching and assessment. This implies that teachers must possess the necessary knowledge of all the assessment policies and skills to administer different assessments with the phases taught.²

This is in line with the history CAPS in that the quality of learners' work in history depends largely on the care with which their tasks and questions are set. For CAPS learners should be given precise and detailed instructions, both to tell them what they must do and to tell them where they can find the information they need" (CAPS, 2011). As in the light of assessment some studies believe that in South Africa, with the implementation of CAPS the assessment process was affected by inadequate training of teachers, individualized views and interpretations of assessment policies by teachers and education officials, a lack of agreement in the implementation of policies, including unsatisfactory quality control.³ However, the current assessment practices (both formal

¹ Qwabe SM, "Teachers' Views on the Factors that Affect Their Role in Implementing School-Based Assessment in Tourism", (2023).

² Dube-Xaba Z and Makae MP, 'Assuring quality of school-based assessment: the perspectives of heads of department in moderating tourism tasks', (2022) 30(1) *Quality Assurance in Education* 87101.

³ Ibid

and informal) measure the recollection of textbook knowledge as quality and neglect the encouragement of historical skills, knowledge, and key concepts such as substantive and procedural concepts that foreground the teaching of history. Therefore, we argue that this compromises quality and ignores CAPS principles such as critical thinking.⁴

The study examines assessment practices in history FET grades 10–12. It focuses on the South African education system being a key aspect in developing learners into critically skilled world citizens and inculcating historical skills through quality assessments.⁵ CAPS propagates the development of a whole-rounded learner through teaching, learning, and assessment. This policy is structured to guide the pedagogic practices of each subject offered in the South African education system, including history FET. Thus, some scholars argue the opposite: that it is a tool of knowledge transmission that is decided for teachers who are ill-prepared for implementation.⁶

This is not to say that no scholars have looked at quality assessment and assurance measures in school-based assessment as focal points within the discourse of history subject FET grades 10–12. However, better understanding is needed to understand how history teachers interpret and implement educational policies regarding quality assurance in their school-based assessment (SBA) practices in history to promote historical thinking and skills. Thus, it is within this context that we believe how pedagogic practices unfold, in this case, history FET SBA, is determined by the teacher's interpretation and experiences of the contents of the assessment curriculum policy, which might be lacking in quality.

⁴ Department of Basic Education, 'Curriculum and assessment policy statement: History (FET) grade 10–12 (2011)

<https://www.education.gov.za> (accessed in 25 March, 2025).

⁵ Kgari-Masondo MC, 'Historical Significance in the South African History curriculum: An un-silencing approach', (2019) (22)

Yesterday and Today 119, 136.

⁶ Deng Z, 'Powerful knowledge, educational potential and knowledge-rich curriculum', (2022) *Pushing the boundaries: Journal of Curriculum Studies* 599, 617.

To this end, we argue that the essential components of quality SBA must include fitness for purpose, validity, reliability, nature, and timing of assessment.⁷ Quality assurance endeavours towards developing learners and teachers who can execute a task to the utmost probable standards of the subject. Thus, there should be alignment with the objectives of the history of the of the FET CAPS document for SBA to be fit for purpose. This implies that teachers need constant training and monitoring to avoid compromising quality by setting tasks at low cognitive levels, which may not be aligned with the learning objectives of the CAPS. To alleviate this problem in history FET assessment, there should be the development of subject-specific quality assurance mechanisms to ensure proper pedagogical practices. These quality assurance mechanisms will develop historical skills in learners as per the objectives of the history CAPS. The aim of this study is to investigate how quality is assured in school-based assessment in the history subject FET phase (grades 10–12) so as to contribute towards improving assessment practices. The key findings of the study are that quality assurance measures and adherence are equated to the process of moderation of SBA's. One finding that emerged was the challenge experienced by teachers, which is a lack of autonomy in assessment practices. This is reflected in the promotion and use of past common assessments as a measure to assure quality in pedagogical episodes for sustainable development in the domain of curriculum assessment policies/laws.

In this introduction section, we provided the context on the problem and the original contributions that the study sought to make in light of the curriculum assessment policies/laws for sustainable development. In the next section, we then consecutively conceptualised curriculum assessment policies/laws for sustainable development, including recommendations thereof. We also shared the gaps in existing curriculum assessment policies/laws for sustainable development prior to providing the concluding remarks of the study.

⁷ Ibid

2.0 CONCEPTUALISING CURRICULUM ASSESSMENT POLICIES/LAWS FOR SUSTAINABLE DEVELOPMENT

The section focuses on assessment, quality assurance, and quality assessment. Assessment is an intrinsic feature of the teaching and learning process and is individualised through feedback to learners. Assessment in the schooling context refers to strategies, tools, or methods of acquiring data on the success of teaching and learning.⁸ Each assessment created seeks to serve a particular purpose, which is embedded in the form of the assessment. The study makes reference to only two forms of assessment, namely, formative assessment (informal, day-to-day) and summative assessment (formal, contributes towards quarterly and annual grading).⁹ While assessment is usually equated to a traditional test, educators can use a wide array of tools and assessment methods to evaluate, for example, their learners' level of knowledge, comprehension skills, weaknesses, and strengths.¹⁰ Furthermore, appropriate tools of assessment should be considered in relation to the purpose of the assessment, for example, examination papers, assignment and cycle tests for summative assessment, and class activities for formative assessment.¹¹

Assessment in the CAPS is stipulated in terms of summative assessment. This is further stipulated in each subject's annual teaching plan (ATP), where it is then documented in the program of assessment (POA). In the history subject FET phase, grades 10 and 12 cover 6 topics, and grade 11 covers 5 topics, where the content is spread over a period of a year and assessment is assessed per topic. In terms of assessment, Grades 10 and

⁸ Ramrathan L, 'School curriculum in South Africa in the Covid-19 context: An opportunity for education for relevance', (2021) 51(1) Prospects 383, 392.

⁹ Broadfoot P, 'Assessment for twenty-first-century learning: The challenges ahead. In Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy', (2023) Cham: Springer International Publishing 2169, 2190.

¹⁰ Chang CH and Kidman G, 'Curriculum, pedagogy and assessment in geographical education—for whom and for what purpose?', (2019)

28(1) International Research in Geographical and Environmental Education 1, 4.

¹¹ Frey BB and others, 'Defining authentic classroom assessment', (2019) 17(1) Practical Assessment, Research, and Evaluation 2.

11 write two standardized tests, two examinations, and two formal SBA tasks. While Grade 12 learners write two standardized tests, three examinations, and one SBA task, Chapter two will further expand on assessment methods, tools, and types of assessment.

Assessment in teaching and learning has been defined in diverse ways by different scholars. It refers to assessment as “a process of collecting, synthesising, and interpreting information n to assist teachers, parents, and other stakeholders in making decisions about the progress of learners”.¹² The CAPS defines assessment as:

*“a continuous, planned process of identifying, gathering, and interpreting information to gauge learners’ performance and can take various forms. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information. Performance information helps teachers and other involved parties understand and thereby assist the learner’s development in order to improve the process of learning and teaching. Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases, regular feedback should be provided to learners to enhance the learning experience”.*¹³

On the other hand is the “organised collection, review, and use of information about educational programmes undertaken to improve the learning and development of the assessed”, implying that it is a repetitive process done by the teacher to evaluate the learners’ competencies for development.¹⁴ The definitions above show the importance of clearly understanding the components that will ensure quality assessment and maintain academic standards, endeavouring to assist and improve teaching and learning tailored to each learner’s needs. These should be made to measure learners’ achievement of learning outcomes, guide

¹² Ibid

¹³ Ibid

¹⁴Care E and others, ‘Asses sment of collaborative problem solving in education environments’, (2016) 29(4) Applied Measurement in Education 250, 264.

learners' learning, and provide feedback to learners and teachers. To that end, assessment is the regular gathering of evidence about learners' learning, using time, knowledge, expertise and resources available to inform decisions that affect their learning.¹⁵ Again, Broadfoot emphasises and supports the above definitions by defining it as the ability to observe learners, to perceive what they can do, and to make meaning of the content.¹⁶ Also assessments is define as the main educational instrument accessible for different functions, such as maximising learning, motivating and encouraging learners, and improving performance so that learners can meet the set or pre-specified aims and standards.¹⁷ The stated definitions of assessment highlight various purposes of assessment, for example, using the curriculum as a verification tool and an identifier of learner performance.¹⁸ Drawing from the possible purposes of assessment as indicated in the definitions, these lean more towards the practices of the assessor (teacher) and less on the responsibility of the assessed (learner). They indicate the significance of using assessment as a tool to encourage learning. This is confirmed by Leavy¹⁹, who asserts that assessment is all-encompassing and concerned with the situation of measuring a learner's competencies, be it by the teacher or the learner themselves.

In some instances, the definition of assessment is often related to educational practices, where terms such as testing, evaluating and measuring are emphasised. It provides a definition that is not subjective to any field; he defines assessment as the interpretation of information about the performance of a particular subject of interest in a controlled area.²⁰ Interpretation and information are key terms in this definition

¹⁵ Hennink M and others, 'Qualitative research methods', (2020) Sage.

¹⁶ Ibid

¹⁷ Oyinloye OM and Imenda SN, 'The Impact of Assessment for Learning on Learner Performance in Life Science', (2019) 15(11)

Eurasia Journal of Mathematics, Science and Technology Education.

¹⁸ Ibid

¹⁹ Leavy P, 'Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches', (2022) Guilford Publications.

²⁰ Ghaicha A, 'Theoretical Framework for Educational Assessment: A Synoptic Review', . (2016) (7(24) Journal of Education and Practice 212, 231.

because they show that the aim of the assessment is to evaluate a certain outcome of an action carried out. The definitions mentioned above have different contextualisation, but at the centre of each definition is the notion of evaluation against a certain criterion. This means that assessment can be defined to suit a certain context. In the context of education, this study argues that assessment should focus on the quality of assessment – SBA in the FET phase – to help develop the necessary historical skills. Therefore, teachers need to be well versed in the content to be assessed and the various learners being assessed daily.²¹ This is necessary to make informed decisions regarding the learners' performance, progression and instructional needs, thus informing the curriculum. The kind of information and evidence gathered from assessment should aid teachers in identifying the strengths and weaknesses of each learner to safeguard their progress, adjust the teaching and learning environment accordingly, and address the needs of the learner.²²

The National Protocol for Recording and Reporting Standardised Assessment in South African Schools is stipulated in the Republic of South Africa Government Gazette of 2006. These processes are centred on the CAPS requirements and comprise the collection, analysis and interpretation of information about learners' performance, what they can do, and achievements to make decisions regarding their progress. It is these processes that measure individual learners' attainment of knowledge (content, concepts and skills). The National Protocol of Assessment states that assessment is a structured process of locating, gathering and evaluating data regarding learners' performance.²³ Shepard contends that assessments function more as indicators of academic progress and success than as tools for identifying the conditions that influence successful or unsuccessful learning.²⁴ I agree with the National Protocol of Assessment.²⁵ The study's assessment methods were

²¹ Ibid

²² Ibid

²³ Ibid

²⁴ Shepard LA, 'Classroom assessment to support teaching and learning', (2019) 683(1) The ANNALS of the American Academy of Political and Social Science 183, 200.

²⁵ Ibid

employed to determine the material, conceptual and skill levels that students had mastered.

2.1 Towards Pedagogic Devices (PD)

This study is based on Basil Bernstein's complex theoretical framework of pedagogic devices (PD), dealing with the conversion or translation of knowledge into pedagogic communication. He is of the view that knowledge is created in three fields of practice, which are hierarchical: the field of production (where knowledge is constructed), the field of recontextualization (where knowledge is formulated into curriculum structures), and the field of reproduction (where the content is reproduced by teachers), which is concerned with the making of pedagogic discourse.²⁶ This process is hierarchically interrelated in that the recontextualization of content in that field (the recontextualization field) cannot occur if the knowledge to be recontextualized is not produced in the production field. Bernstein identified classification, framing, and pacing of knowledge as rules that may be used to understand the underlying structures of the three-message system, as indicated by the theory.²⁷ He distinguishes between what knowledge is relayed as the message and the underlying pedagogical device that structures, organizes, and distributes that content.²⁸

In terms of teaching practices, the hierarchical nature of the curriculum determines teacher pedagogical practices and historical knowledge.²⁹ Therefore, criteria and models for quality assessment practices are cascaded from national officials to provincial and district officials, and then to teachers in the field through the prescribed curriculum as the relayed message, where teachers are to *reproduce* the knowledge into

²⁶ Maluleka P and Ledwaba LT, 'Attempts to (re) capture the school history curriculum? Reflections on the history ministerial

task team's report', (2023) 29(1) *Yesterday and Today* 72, 99.

²⁷ Bernstein B, 'On the classification and framing of educational knowledge', (2018) In *Knowledge, education, and cultural change*

Routledge 365, 392

²⁸ *Ibid*

²⁹ Davids MN, '"Making History compulsory": Politically inspired or pedagogically justifiable?', (2016) (15) *Yesterday and Today*

84, 102.

practices. The theory serves as a lens through which chapter two to five will be presented. It will support the literature in terms of discussing the key elements that serve as the relayed message towards quality assessment practices.

3.0 GAPS IN EXISTING CURRICULUM ASSESSMENT POLICIES/LAWS FOR SUSTAINABLE DEVELOPMENT

In this section, we discuss gaps in existing curriculum assessment policies/laws for sustainable development. These gaps emerged from the lived experiences of participants in light to quality assessment in school-based assessment in the History FET Phase policies/laws for sustainable development. The results of the study are organised into four central themes identified from the participants, namely, 1) Teachers understanding of quality assessment in SBA practices; 2) Pedagogical practices towards quality assurance in the History of the SBA FET Phase; 3) Quality assurance and maintenance in the History subject; and 4) Implementation of quality SBA in the History FET Phase.

3.1 Teachers Understanding of Quality Assessment in SBA Practices

Participants have indicated that quality assessment goes hand in hand with quality teaching and learning. The general understanding of educators appears to be that quality results from efforts that are not within their own capabilities but rather lie with what the district or the state prescribes. This was observed in how the recycling of past papers is used as a standard practice. The analysis of moderation reports affirms that CAs and departmental heads promote such practices as recycling past papers. These questionable practices result in rote and teacher-centred teaching, where the teacher instructs the learners to address the requirements of a particular assessment structure. Thus, deviating from conducting lessons that train historical skills and achieving the aims and objectives of the subject.

Furthermore, the inability of learners to sustain their line of argument is due to a lack of argumentative skills. Learners are, in a sense, trained to regurgitate the textbook due to the skills gap identified in the study; hence, subject advisors promote the use of past assessments for quality class activities. The provision of common papers by the districts to

schools undermines the professional capabilities of teachers, who are denied the opportunity to practice creating formal SBA tasks for their learners. The lack of such practices is reflected in the quality of classwork tasks provided by teachers to learners. As a result, the 'quality' produced in pedagogical practices is undermined as educators lack quality assessment skills. Kaposi and Samuelsson indicated that assessment tasks, especially external examinations or common assessments, do not contribute positively to the development of historical skills and are quite often focused on low-level cognitive skills without enhancing the promotion of historical skills.³⁰ This is evident in the distribution of cognitive levels 1-3 questions in the assessment. Furthermore, the pacing and framing of content are also affected by the provision of assessments, which is evident in the efforts educators make to hastily cover the syllabus before the commencement of the assessment cycle, affecting intervention and accommodation practices.

3.2 Pedagogical Practices Towards Quality Assurance in the History of the SBA FET Phase

Quality teaching nurtures quality learning, which will undoubtedly promote quality assessment practices. The aim here is to establish mechanisms that are put in place to ensure that teachers are equipped with the right skills to produce quality assessments. The findings reveal that general departmental meetings are usually for a group of subjects and not necessarily for a specific subject unless scheduled otherwise. These meetings aim to address departmental issues at the school level, such as learner performance, learning and teaching material (LTSM), and teacher performance, to name a few. Issues pertaining to the construction of SBAs are never addressed, as teachers hardly produce these assessments themselves. Therefore, such meetings cannot be regarded as measures to fully equip teachers with the required skills to produce quality in their pedagogical practices and, eventually, in SBA practices. This is also supported by the crash course on assessment procedures,

³⁰ Kaposi JÓZSEF, 'Skills development Tasks and the development of Historical Thinking', (2016) Fehérvári Anikó (szerk.),

Curriculum, effectiveness, equity. Budapest: Hungarian Institute for Educational Research and Development, 9, 22.

where manuals are provided with no real training on practices that would eliminate irregularities and promote authentic assessment practices.

The training received by teachers mainly aims to re-emphasize the prescribed policies in the curriculum and to guide *what, when, and how* to address topics within the curriculum. Some scholars claim that this form of training does not necessarily mean that what has been addressed in the training will be put into practice, thus indicating the efficacy of such an approach to teacher training.³¹ The finding that departmental heads are not necessarily history subject teachers raises questions about their capabilities to successfully train and monitor teachers in history quality assessment practices. The powers, therefore, rest upon the subject facilitators to train teachers on quality assurance in SBA. Furthermore, the training received by teachers appears to focus more on content delivery than quality assurance in assessment practices, which play a vital role in the teaching and learning process.

3.3 Quality Assurance and Maintenance in the History Subject

Maintaining quality can only occur if there is some sense of quality in practice. Therefore, for quality to be maintained, there must be integration into the daily pedagogic practices. However, in SBA practices, quality maintenance is a district- and provincial-level issue, as assessment tasks are provided for by the district, and moderation at the district level serves as a practice of ensuring adherence to quality in SBAs. Quality assurance seeks to inhibit flaws arising in the first place; it is also an activity for ensuring the production of a particular object is of standards.³² Furthermore, monitoring is effective in determining challenges that may arise within a system; earlier detection allows for

³¹ Ngeze LV and others, 'Cascade model of teacher professional development: Qualitative study of the desirable characteristics of secondary trainers and role of primary trainers', (2018).

³² Cuttance P, 'Quality assurance and quality management in education systems', (2020) In Educational Administration Routledge 296,

316 In Proceeding at the 26th International conference on computers in education 755, 760.

corrective action prior to harm being done.³³ Given the numerous errata that are still experienced in formal assessments, it is evident that maintaining quality is still an issue of great concern. With such challenges to the quality production of history examination papers that are free from errors at the district and provincial levels, it is thus inevitable to eliminate them at the school level. Assessment errors (errata) appear due to human error, and moderation seeks to rectify such challenges. The population of errata indicated a lack of quality assurance in common assessments.

Furthermore, at the school level, quality maintenance is addressed by monitoring adherence to policies and completing tasks. Therefore, teachers' practices cannot be moderated given the high prevalence of recycling past papers as quality activities. The creation of assessment activities will allow access to tasks that best speak to the learners and the development of their historical skills, as indicated in the aims and objectives of the subject. Educators have indicated quality assurance as the process of moderation and using Blooms' taxonomy in developing assessments. The findings also made it clear that the moderation processes undertaken at the school level are not necessarily directed at departmental heads (DH) but any other senior subject teacher can moderate the assessment before it is written. Therefore, if a DH is not the subject teacher, any other teacher teaching the subject may moderate the assessment. This is due to streaming of subjects into 'Commerce', 'Sciences' and 'General' streams. The allocation of responsibility to departmental heads who lack subject-specific knowledge affects the efficacy of their leadership, retards the development of teachers and compromises maintaining the quality of the subject.

3.4 Implementation of Quality SBA In the History FET Phase

Assessment, as a practice of determining the cognitive development and cognitive levels of learners, should be accompanied by practices that serve as aids to assist in cognitively developing them further. A reliance on general comprehension skills rather than a conceptual grasp of history

³³ Vainikainen M and others, "How do Finns know? Educational monitoring without inspection and standard setting" (2017) Standard setting in education: The Nordic countries in an international perspective 243, 259.

and its constructed nature may result from the requirement to meet assessment criteria and the significant emphasis on a skills-based history.³⁴ One of the major challenges to history education is the imbalance between procedural knowledge (know how) and substantive knowledge (know what) in the teaching of history and skills coverage. The Blooms' taxonomy is a great tool used to develop assessments by structuring questions to cover all cognitive levels in various skill testing assessments. However, in the history subject, the taxonomy has been amended to create three cognitive levels where there is evidence of merging the cognitive levels from the original Blooms' taxonomy. Questions in assessment are therefore weighed on a scale of one to three cognitive levels. The figure below indicates the pairing of the cognitive levels from Blooms' taxonomy, forming the history of cognitive levels.

Through observations, the study reveals that SBAs are not addressed with the same attitude as formal examinations. The same history SBA task was written at varying times of the day in the three schools. The process of administering an SBA entails preparing learners to start the assessment, issuing the task to be written right away, and then invigilation. The history question papers are not read through page by page as a quality assurance measure, and there is no clock or time indicated on the board for learners to pace themselves towards maximum usage of the time as indicated on the question paper, within which the task is to be completed. However, issues of time bear little to no effect on the quality of the assessment but rather foster comfort in learners to best address the assessment without irregularities, which may affect the quality of results. Invigilation promotes authenticity and serves as a measure of quality assurance in SBA practices.

Thus, the *Invigilation Procedure Manual 2023/11 to 2026/06: The National Senior Certificate Examination* dictates how teachers should administer assessments. The process of assessment administration is a continuous practice, and teachers are equipped with such manuals when trained by the SMT or any examination committee representative. It is

³⁴ Bertram CA and others, 'The tension between curriculum coverage and quality learning: The experiences of South African teachers', (2021) 81 International Journal of Educational Development 102353.

only at the grade 12 level that teachers are trained externally by district officials, where the same invigilation procedure manuals are provided to educators.

4.0 RECOMMENDATIONS IN THE LIGHT OF LEGAL APPROACHES FOR ADDRESSING THE CURRICULUM ASSESSMENT POLICIES/LAWS CHALLENGES

A successful implementation of the history curriculum would be extremely beneficial for developing-world citizens. SBA practices should, therefore, move away from assessing the level at which learners regurgitate textbook knowledge to assessing the acquisition of historical skills. SBA should assess both procedural and substantive concepts in the history subject. Assessing textbook knowledge addresses substantive conceptualization of the subject, which includes knowledge of the past, focusing on people, events, ideas, cultures, societies, and organizations.³⁵ The recommendations stipulated below are directed to the Department of Basic Education, Provincial Department of Education, Curriculum Advisors, Departmental Heads, SMTs, and teachers for the sole purpose of encouraging improved, quality-assured SBA practices towards achieving the history subject curriculum objectives.

4.1 Leadership of Educational Institutions

The provincial department of education and the SMT can ensure effective leadership by employing people with relevant knowledge of subjects, which will be reflected in the monitoring efforts of quality SBA practices. Thus allowing the departmental head to provide accurate support to educators and learners in need.

³⁵ Fordham M, 'Types of knowledge in a history curriculum. History Teaching, Knowledge and Curriculum', (2017) Available at <https://clioetcetera.com/2017/03/20/types-of-knowledge-in-a-history-curriculum/>. accessed on 8 May, 2025.

4.2 Departmental Heads and Teachers

The history CAPS as a guideline for teaching and learning practices includes the aims and objectives of the subject. Therefore, the study recommends that teachers should constantly access such a document to familiarize themselves with the purpose of the subject and the skills to develop in daily teaching which are assessed at the same time.

4.3 Provincial Department of Education

With the changing times that we are currently experiencing, where manual tasks are taken over by technology, CAs, as representatives of the department of education, should be aware of the need to reskill teachers often. Therefore, teachers could at least be trained twice per year to reskill them on issues such as quality assurance requirements, quality assurance activities, and accommodating novice teachers. A follow-up visit by the CA on the efficacy of their training and inform relevant office bearers who may be in a position to improve training approaches. CAs could intensify the moderation of formal SBA and memorandum discussions for grades 10, 11, and 12 to eliminate errata that have been experienced in the past. The DBE could develop subject-specific quality assurance mechanisms, such as the recommended figure below developed in this study by taking considering factors explored in the study which influences quality in the education system.

5.0 CONCLUSION

The key findings of this study were presented through the discussion of the four major themes. The study investigated quality assurance in SBA practices in the history subject as an interpretation of assessment policies guiding the successful application of the CAPS document. The revelations made in this study indicated a lack of quality assurance in the SBA practices based on the understanding of the teachers, what official documents state, and what was observed during observations.

Looking at the whole study, one can argue that the South African education system has done a great job in terms of transformation and ensuring that quality is assured in the education system. Although some challenges and oversight may exist of which this study recommends

should be addressed because of the holistic approach to assessment quality assurance measures. Moderation alone proves to lack in assuring quality in assessment, but with teachers who are knowledgeable in terms of quality can address such issues at school level. Therefore, it can be argued that the gap identified in quality assurance measures specific to the history subjecting is a contributory factor to quality history teaching and learning.

The study has problematized the one size fits all approach to quality assurance in SBA practices were a gap identified in the South African basic education system was the lack of subject-specific quality assurance mechanism. The teacher's interpretation and experiences of the contents of quality assessment policies result in poor assessment practices. This also becomes evident in the performance of the learners as a result of: lack of proper training of the history teachers, the quality of assessment in relation to what teaching learners were exposed to and failure to align formative assessment to CAPS. The study concludes that success in quality teaching and learning, development of critically skilled history learners, quality assurance in practices and the effective interpretation and implementation of the History curriculum, lies on the quality of a history teacher. To ensure success in teaching and learning of history is highly depended on the training teachers receive.