



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
PAPER	1		
DATE OF EXAMINATION:	09.11.2011	DURATION:	3 Hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The performance of learners in History Paper 1, showed an extreme in marks in certain districts and schools and poor performance by certain learners in certain districts and schools.

This can be attributed to various factors ranging from the standard of the question paper, teaching and or lack of teaching in the classroom, learners not attending school at a regular basis, language or lack of support by Subject Advisors in the various districts.

Learners struggled to answer certain source-based questions. They could not compare sources, dealing with justification, biasness or message of the cartoonist.

Learners who answered Question 1 had serious problems with the paragraph writing and the second extended writing.

In Question 2, learners were unable to extract information from the sources and therefore also had problems with the extended writing.

Question 3 did not pose any serious problems to learners in both the source-based questions and extended writing. Although some struggled with justification and the paragraph writing

In Question 4 learners in certain districts and schools performed very well, while others struggle to answer some of the questions. Some learners tended to look for the answers in the sources.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE USSR AND THE USA IN THE 1960s?

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners performed fairly well in this question. Most schools received a package of source-based activities on Cuba that was sent by the Province to schools. This helped learners and educators to perform fairly well in this question



SOURCE-BASED QUESTIONS:

Learners did reasonably well to extract answers from the sources in level 1 questions.

However, level 2 and level 3 questions posed a challenge

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1.1.3. (Definition of historical concept L1 – LO2 (AS1))

A lot of learners failed to come up with a definition of Marxist-Leninism

A reason might be that educators never explained this concept to learners. Although this concept was frequently used in Grade 11 in dealing with the challenge to capitalism

1.1.4. (Evaluate bias in Source 1A – L2 – LO1(AS3 and 4))

Some learners do not understand the word biasness.

1.2.1.(Interpretation of evidence from source – L2 – LO1(AS3), LO2(AS2))

Why do you think the USA kept a close surveillance of the Soviet Union's actions in Cuba?

The use of the word surveillance was not fully understood by the learners. This impact negatively on their responses

1.3.1. (Interpretation of evidence from Source 1C – L2 – question)

Examiners are assessing different skills of learners in setting questions

One skill that examiners assessed is source analysis.

The examiner will use a cartoon and asked what message is the cartoonist trying to convey

Learners struggled to interpret and analyse cartoons

They had no idea what message the cartoonist wanted to convey with the cartoon.

If a learner cannot interpret and answer the question, he or she will lose four (4) marks.

Educators should really teach learners how to analyse, evaluate and interpret sources.

1.3.2. (Ascertain the accuracy of Source 1C – L2 – question)

Learners must take a position in determining whether the source is accurate or inaccurate.

Most learners failed to state in their answer accurate or inaccurate.

Educators should teach learners to take a position and motivate why they think the source is accurate or inaccurate

1.5.1. (Interpretation of evidence from source – L3 – LO1(AS3))

How did the Cuban missile crisis affect Khrushchev's prestige?

Many learners did not understand the meaning of the word prestige. Most of the learners

Assumed this to be a level 1 question instead of a level 3 question.

They merely extracted some information from the source to give an answer.

Extended writing

Most of the learners attempted to answer the first extended writing which required the Narrative explanation. Most learners dealt with the background of the Cuban crisis and missed the key issue of the tensions between the USA and USSR caused by the Cuban missile crisis. However, there were some schools where learners wrote exceptional essays

1.7.1. (Plan and construct an argument based on evidence using analytical skills)

This question was attempted by most learners

1.7.2. (Synthesise information to construct an original argument)

Most learners only explained the background and missed the key issue of the tensions between the USA and USSR caused by the Cuban missile crisis. A lot of learners also tend to rewrite the sources from the Addendum as part of their answer.

(a) Provide suggestions for improvement in relation to Teaching and Learning:
Educators should focus on content and knowledge in this theme. This theme focus on the conflict between the USA and the USSR in different parts of the world and therefore the emphasis during teaching of sources and extended writing should be on the conflict situations. This will enable the educator to teach questions that require a stance, comparison and justification.
There is also a need to engage the learners in the use of a variety of source material i.e maps, newspaper articles, interviews, speeches and extracts. This would improve their source-analysis skills. Educators should teach learners to extract information from the sources and write in their own words. Choose sources that would speak to the learners and not educators. Learners need to be taught that all the information in the source is relevant.
(d) Describe any other specific observations relating to responses of learners:
Paragraph writing
Responses by learners ranged between level one and level two. Most of them spent time in counting the words rather than writing a paragraph that requires an introduction (one line), content (6 lines) and conclusion (one line). Some learners were able to explain Kennedy's role in the missile crisis, but others merely copied the sources.
They were also writing a paragraph of eight lines for the first time and therefore required them to write more. Learners are still writing in point form or used bullets and this caused them to lose marks when the levels are chosen to be assess i.e instead of a level 3 the learner obtained a level 1 or 2
Extended writing
Clearly question 1.7.1. was more popular of the extended writing questions. Learners that attempted to answer question 1.7.2. scored within the 1-3 range. They were not able to take a line of argument. The stance was to agree or disagree with the statement. Very few learners said it was both leaders willingness to concede to concessions that prevented an outbreak of a nuclear war. It was important for learners to critically discuss the validity of the statement. Learners cannot do this, and therefore responded poorly to this extended writing
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners generally do not have the necessary skills i.e. cognitive, mediation, orientation and facilitation skills to comprehend questions and sources. These skills needs to be reinforced early in the year by the teacher using past year papers, a variety of LSM, and a variety of remedial programmes. Educators need to understand that the question paper is very predictable. Even in this theme, educators should know where the emphasis of this theme is found.
Educators should be refreshed with regards to sources used: letters, documents, books, photographs, drawings and paintings, cartoons, speeches, monuments, statues and buildings, print and electronic media (internet and television), tables and graphs, maps, poems and novels, diaries and songs
Paragraph and extended writing skills should be taught with the learners in conjunction with The English teachers. Educators should not hand learners worked-out essays since this impedes their essay writing skills

QUESTION 2: HOW DID JULIUS NYERERE'S POLICY OF UJAMAA TRANSFORM TANZANIA INTO A SOCIALIST STATE DURING THE 1960s AND 1970s?
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
A lot of candidates attempted to answer this question. The marks obtained by learners ranged from adequate to outstanding. The resource package on Tanzania that was prepared by the external moderator and external examiner helped a lot to answer this question.
Source-based questions:
Learners could extract most answers from the sources. It emerged, according to the levels of questioning, most of the level 1 questions fell in this chapter. Not many questions were of an analytical nature
Learners lost marks when 2x2 facts were required. They only gave one fact
Paragraph writing:
Most learners were able to extract the negative effects of Ujamaa from the sources, but were unable to give the positive effects of Ujamaa.
Extended writing:
Most of the learners attempted the first extended writing which required the narrative explanation. Most learners only explained the background and concentrated only on the policy of Ujamaa. However there some schools where learners wrote exceptional essays
In the second essay learners merely rewrote the sources.
(b) Why was the question poorly answered? Also provide specific examples, indicate common
errors committed by learners in this question, and any misconceptions
Most of the learners that attempted this question did not go through any sources as revision, but answered with the help of the sources. They were able to answer most of the source-based questions
Poorly answered questions:
2.1.1. (a) Define the concept African socialism
2.2.5. Using the information from viewpoints 1 and 2, describe the shortcomings of these sources to a historian studying the policy of ujamaa.
Very few learners could adequately describe the shortcomings of the viewpoint. This is a level 3 question.
2.4. Explain the usefulness of both sources to a historian
2.5. Paragraph writing
Most of the learners answered one part of paragraph writing i.e. negative aspects of Ujamaa
Most learners performed poorly because they were unable to:
-Use evidence from the various sources and their own knowledge to write an organized paragraph on the question posed. Many learners used the telegraphic approach in the writing of paragraphs
-Interpret, analyse and integrate the information from the source to write a coherent and logical paragraph
-Synthesis information from the sources. Many learners merely copied information directly from the sources without acknowledgement
-Write a paragraph because it was evident that they were not taught the necessary skills and exposed to how the prescribed analytical rubric would be used in assessing a paragraph

2.6.1. Extended writing question: Level 1: Essay
Many learners performed poorly because they were unable to:
- Write a coherent essay following the given line of argument. Many essays had technical flaws i.e. no introduction, lacked a logical, coherent argument / structure and conclusion.
-Understand and comprehend the question posed. They lacked the necessary skills to discuss how Julius Nyerere's policy of ujamaa transformed Tanzania into a socialist state during the 1960s and 1970s. In this regard most candidates gave a narrative account of the success and failures of the policy of ujamaa.
-Some learners wrote the essays that educators prepared for them in the class and merely rewrote them in the examination. This contained irrelevant facts and did not relate to the question.
-The teachers cover too much background because this theme is taught as a case study
2.6.2. Extended writing question: Level 2: Genre: Essay using sources
Many learners performed poorly because they were unable to:
-Develop and construct an essay by synthesizing the information from the various sources as well as using their own knowledge
-Generally, learners displayed poor or no historical knowledge of the topic. They had little or no understanding of how to write/construct an essay
-Many learners merely copied information directly from the sources, there was very little evidence of interpretation, analysis and the ability to construct an original argument
-It is evident that candidates who attempted this question were not exposed to the demands of this genre of writing and how the holistic rubric is used to assess their work
(c) Provide suggestions for improvement in relation to Teaching and Learning
In this theme, some topics do not lend themselves to source-based questions because of its narrow focus.
It does not have a wide range of primary sources. This lead to the use of secondary sources Which are often very dense. These topics would be better assessed through extended writing
There is also a need for educators to engage the learners in the use of a variety of source materials i.e. maps, newspaper articles, interviews, speeches and extracts. This would improve their source analysis skills. Educators should teach learners to extract information from the sources and write in their own words. Choose sources that would speak to the learners and not educators. Learners need to be taught that all the information in the source is relevant. Educators should refrain from prepared essays for learners to use in the Examination. The same topic is used next year (2012), therefore the educators should focus on the social, economic and political challenges facing Tanzania
(d) Describe any other specific observations relating to responses of learners
Common response from learners in this theme was to extract direct from the sources without even rewriting in their own words. The answers were mostly level one and two responses and therefore required short answers or to the point answers.
In the paragraph writing, most of the learners wrote in bullet or point form, without an introduction and conclusion They also did not take into account that 8 lines were required than six lines previously. Learners must be taught how to construct a paragraph with the English educators at the school.
Clearly, question 2.6.1 was more popular than 2.6.2. Learners that attempted to answer

2.6.1. scored very well than others who extracted all the quotes from the sources to answer
2.6.2. Others who attempted the second essay could not critically evaluate the statement and therefore responded poorly to this extended writing.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
More attention should be paid to the following:
-Content knowledge focus areas
-Learning Outcomes
-Assessment standards
-Educators must expose learners to a variety of sources
-The focus should be on developing analytical skills
Learners generally don't have the necessary skills i.e. cognitive, relational, mediation, orientation and facilitation skills to comprehend questions and sources. These skills needs to reinforced early in the year by the teacher using past year papers, a variety of LSM, and a variety of remedial programmes . Educators need to understand that the paper is very predictable. Even in this theme, educators should know where the emphasis of this theme is found.
Educators should be refreshed with regards to sources used: letters, documents, books, photographs drawings and paintings, cartoons, speeches, monuments, statues and buildings, Print and electronic media (internet and television), tables and graphs, maps, poems and novels, diaries and songs.
Paragraph and extended writing skills should be develop already in Grade 8 and 9 level.
Demonstrate to learners, how to answer effectively i.e. full sentences, to the point, focus on the crux at hand. Provide learners with guidelines for paragraph and extended writing
QUESTION 3: WHAT ROLE DID THE CIVIL RIGHTS MOVEMENT PLAY IN BRINGING ABOUT CHANGE IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners responded in a moderate manner to this question. Marks obtained ranged from elementary achievement to substantial achievement. This question had an evenly distribution of well answered and poorly answered questions.
Source-based questions:
Learners did reasonably well to extract answers from the sources given in level 1 questions. However, level 2 and three questions posed a challenge. Many learners did not read understand and analyse the source. They mostly respond by quoting directly from the sources. Some learners did not fully answer the questions that required 2x2 marks. If a question carried 4 marks and required two reasons, candidates gave one reason only. In this way they had lost a total of fourteen (14) marks.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Source-based questions:

Many learners performed poorly because they were unable to:

3.1.4. Explain and interpret the statement of King

3.2.2. Evaluate evidence and support their answer

3.4. Select a useful source and substantiate their response

3.5.2. Compare evidence in the sources provided and determine their differences.

Paragraph writing: 3.6.

Most learners performed poorly because they were unable to:

-Use evidence from the various sources and their own knowledge to write an organized paragraph on the question posed. Many learners used the telegraphic approach in the writing of paragraphs

-Interpret, analyse and integrate the information from the source to write a coherent and logical paragraph

-Synthesis information from the sources. Many learners merely copied information directly from the sources without acknowledgement

-Write a paragraph because it was evident that they were not taught the necessary skills and exposed to how the prescribed analytical rubric would be used in assessing a paragraph

Extended writing question:

3.7.1. Level 1: Genre: Essay

Many learners performed poorly because they were unable to:

- Write a coherent essay following the given line of argument. Many essays had technical flaws i.e. no introduction, lacked a logical, coherent argument / structure and conclusion.

-Understand and comprehend the question posed.

-Discuss the question posed. Many learners wrote general accounts on the Civil Rights Movement. They were incapable of synthesizing the information on the role of the Civil Rights Movement in a lucid essay

-Learners only focused on the different campaigns and not on the impact of the Campaigns which was desegregation or end to discrimination.

-Some learners wrote the essays that educators prepared for them in the class and merely rewrote them in the examination. This contained irrelevant facts and did not relate to the question.

3.7.2. Level 2: Genre: Essay using sources

Many learners performed poorly because they were unable to:

-Develop and construct an essay by synthesizing the information from the various sources as well as using their own knowledge

-Generally, learners displayed poor or no historical knowledge of the topic. They had little or no understanding of how to write/construct an essay

-Many learners merely copied information directly from the sources, there was very little evidence of interpretation, analysis and the ability to construct an original argument

-It is evident that candidates who attempted this question were not exposed to the demands of this genre of writing and how the holistic rubric is used to assess their work

(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should not only focus on basic comprehension as a method to answer source-based questions. They should also focus on interpretation and analysis of sources with specific references to the following questions:
1. Compare / similarity / differences
2. Support / contrasting of sources
3. Justify
4. Usefulness of sources
These are specific skills that are vital if we are to improve our overall performance
There is also a need for educators to engage the learners in the use of a wider variety of source materials i.e. maps, newspaper articles, interviews, speeches and extracts. This would improve their source analysis skills. Educators should teach learners to extract information from the sources and write in their own words. Choose sources that would speak to the learners and not educators. Learners need to be taught that all the information in the source is relevant
(d) Describe any other specific observations relating to responses of learners
Source-based questions:
Learners tend to extract all the answers from the sources by quoting directly. Learner's interpretation skills are very weak, but do much better with straight level one questions.
When a level one question requires thinking skills, then the learner is baffled.
Paragraph writing:
Responses by learners ranged between level 2 and level 3. Most of the spent time counting the words rather than writing a paragraph that requires an introduction (one line), content (6 lines) and conclusion (one line). Most were able to explain the significance of the march. They were also writing a paragraph of eight lines for the first time and therefore required them to write more. Learners are still writing in point form or bullets and this caused them to lose marks when the levels are chosen to assess.
Extended writing:
Clearly, question 3.7.1. was more popular of the extended writing questions. They were very strong in the role of but very weak in the impact of the civil Rights Movement.
In question 3.7.2. learners scored within the 1-5 range. They were not able to take a line of argument The stance was to agree or disagree with the statement. Very few learners were able to justify King's role.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
1. Identify a list of concepts that are applicable to the theme, then define, discuss and show how it operates within society
2. Analyse the causes of the Civil Rights Movement: Jim Crow Laws – this will start the background of the chapter.
3. Explain the injustices of the Jim Crow laws against the constitution of the USA and therefore the UN.
4. Identify the different campaigns, but more importantly the impact of the campaigns eg. The bus boycotts led to the desegregation of buses
5. Set own source-based questions that would test learners in:

(a) comparison
(b) contrasting of sources
(c) similarities and differences
(b) usefulness
(c) reliability
(d) justification
Paragraph and extended writing skills should be taught with the learners in conjunction with the English teachers.
QUESTION 4: WHAT IMPACT DID THE PHILOSOPHY OF BLACK CONSCIOUSNESS HAVE ON SOUTH AFRICA IN THE 1970s?
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was the most popular amongst the learners.
Candidates responded in a moderate to outstanding manner to this question. Marks obtained ranged from adequate achievement to outstanding achievement. This question had an evenly distribution of well answered and poorly answered questions.
Source-based questions:
Learners did reasonably well to extract answers from the sources given in level 1 questions
Most of the learners wrote in their own words in their paragraph writing.
Extended writing:
Most of the learners attempted the first extended writing which required the narrative explanation. The second essay which required from them to assess the validity of the statement was more challenging
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Source-based questions:
Many learners performed poorly because they were unable to:
4.1.2.to select and support their answer with evidence
The question should have been rephrased to explain whether the internal or external forces was more oppressive.
4.1.3. Explain whether you agree with Biko's philosophy of black Consciousness
This is an open ended question and depends on your own political views
4.2.2. Define the concept Black Consciousness
4.2.4. Interpret evidence and support their answer
4.3.3. Using the information from the source
This question required analysis and learners could not master this skill
4.4. Determine the similarities between Sources 4A and 4C and support their answers with relevant evidence
Most of the learners just wrote the differences rather than focusing on supporting Biko's philosophy of Black Consciousness
Paragraph writing:
Paragraph writing: 4.5
Most learners performed poorly because they were unable to:
-Use evidence from the various sources and their own knowledge to write an organized



paragraph on the question posed. Many learners used the telegraphic approach in the writing of paragraphs
-Interpret, analyse and integrate the information from the source to write a coherent and logical paragraph
-Synthesis information from the sources. Many learners merely copied information directly from the sources without acknowledgement
-Write a paragraph because it was evident that they were not taught the necessary skills and exposed to how the prescribed analytical rubric would be used in assessing a paragraph
Extended writing question:
4.6.1. Level 1: Genre: Essay
Many learners performed poorly because they were unable to:
- Write a coherent essay following the given line of argument. Many essays had technical flaws i.e. no introduction, lacked a logical, coherent argument / structure and conclusion.
-Understand and comprehend the question posed.
-focus on the line of argument. Most learners wrote vague and generalized responses About Steve Biko's contribution rather than focusing on the role and impact of Black Consciousness
-Learners only focused on the different campaigns and not on the impact of the Campaigns which was desegregation or end to discrimination.
-Some learners wrote the essays that educators prepared for them in the class and merely rewrote them in the examination. This contained irrelevant facts and did not relate to the question.
4.6.2. Level 2: Genre: Essay using sources
Many learners performed poorly because they were unable to:
-Develop and construct an essay by synthesizing the information from the various sources as well as using their own knowledge
-Generally, learners displayed poor or no historical knowledge of the topic. They had little or no understanding of how to write/construct an essay
-Many learners merely copied information directly from the sources, there was very little evidence of interpretation, analysis and the ability to construct an original argument
-It is evident that candidates who attempted this question were not exposed to the demands of this genre of writing and how the holistic rubric is used to assess their work
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should focus on content and knowledge in this theme. This theme focuses on Black Consciousness and therefore the emphasis during teaching of sources and extended writing should be on the Black Consciousness Movement or philosophy.
In this way, the educator can be flexible enough to teach questions that require a stance, comparison and justification
There is also a need for educators to engage the learners in the use of a wider variety of source materials i.e. maps, newspaper articles, interviews, speeches and extracts. This would improve their source analysis skills. Educators should teach learners to extract information from the sources and write in their own words. Choose sources that would speak to the learners and not educators. Learners need to be taught that all the information in the source is relevant. Learners like this theme because they could write in their own words.
Learners should be taken to libraries to research more about the philosophy of Black

Consciousness and Steve Biko
(d) Describe any other specific observations relating to responses of learners
Questions 4.2.1. and 4.2.3. are basically the same, because the answers elicited is the same or the questions required the same answers.
The concept Black Consciousness was asked 3 times in the same paper (4.1.2. / 4.1.3. / 4.2.4.) The responses by the learners for all questions were almost the same.
We need to test the learners' own knowledge of the chapter, thus broadening the scope of the paper. With regards to the extended writing, learners did well with 4.6.1. because it was the narrative type
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Draw up a list of concepts for the chapter that are applicable to SAG
Discuss and analyse the political situation in South Africa during 1969-1970 with regards to the banning of political parties and the vacuum it created.
Analyse the concept, aims and interpretation of Black Consciousness
Show how the self-aid schemes driven by blacks was initiated without assistance from whites
Educators should be refreshed with regards to sources used: letters, documents, books, photographs, drawings and paintings, cartoons, speeches, monuments, statues and buildings, print and electronic media (internet and television), tables and graphs, maps, poems and novels, diaries and songs
Paragraph and extended writing skills should be taught with the learners in conjunction with The English teachers. Educators should not hand learners worked-out essays since this impedes their essay writing skills
AMENDMENTS: EXAMINATION GUIDELINES: 2011 - 2013
This document was issued to markers / senior markers/ deputy senior markers/ Chief marker and Internal moderator by the External moderator of History.
1. Introduction:
This guideline must be read in conjunction with the Subject Assessment Guidelines and Learning Programme Guidelines for History
2. Content focus areas:
PAPER 1:
1. THE IMPACT OF THE COLD WAR IN FORMING THE WORLD IN THE 1960s
• Case study to be examined in 2011 to 2013 – Cuba
2. HOW WAS UHURU REALISED IN AFRICA IN THE 1960s AND 1970s?
• Case study to be examined from 2011 – 2013 - Tanzania
PAPER 2:
1. WHAT WAS THE IMPACT OF THE COLLAPSE OF THE USSR IN 1989 ON: RE-IMAGINING THE NATION IN THE 1990s?
• Case study to be examined from 2012 – 2013 - Angola

3. SOURCE-BASED QUESTIONS:
In the assessment of source-based questions, the following must be taken into account:
<ul style="list-style-type: none"> All Level 1 type questions require learners to extract information from the sources.
These questions will carry a maximum of between 1 to 2 marks
<ul style="list-style-type: none"> All Level 2 questions require learners to interpret and analyse evidence from the sources. These questions will carry a maximum of 4 marks.
<ul style="list-style-type: none"> All level 3 questions require learners to have a thorough understanding of skills such as usefulness, compare, contrast, reliability, etc. These questions will carry 6 marks and an analytical rubric will be used for assessment.
<ul style="list-style-type: none"> Paragraph questions will carry between 6 and 10 marks. An analytical rubric will be used for assessment
4. Extended writing:
This aspect tests the learners ability to write essays and will be assessed using the following levels:
<ul style="list-style-type: none"> Level 1 – Learners will be required to write an essay on a given line of argument i.e. more straightforward type of question, focusing on: describe, explain, discuss etc
<ul style="list-style-type: none"> Level 2 – Learners will be required to write an essay by developing a relevant line of argument by using the evidence from the given sources and their own knowledge i.e. more analytical type of question, focusing on for example: Do you agree with the statement, Substantiate your answer, Critically discuss this statement by referring to relevant events from a particular period, etc.

SIGNATURE OF CHIEF MARKER: _____



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