



## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>			
<b>PAPER</b>	<b>2</b>		
<b>DATE OF EXAMINATION:</b>	<b>17/11/2014</b>	<b>DURATION:</b>	<b>3 HOURS</b>

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2015.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion for improvement in relation to teaching and learning
- (d) Describe any other specific observations relating to responses of learners
- (e) Any other comments useful to teachers, subject advisors, teacher development

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

**Question 1**

The paper has been CAPS complied. Learners have generally performed well in this paper for 2014. Most would pass the paper just by answering the source based questions. 30% of the marks are allocated to level 1 question, which is direct extractions from the source, and learners scored most marks in these types of questions.

The source based questions, therefore were very manageable this year. Level 2 and 3 source based question at times posed a challenge to the candidates as many still do not have the ability to interpret the sources. Although there has been a remarkable improvement in the answering of Level 3 questions. Such as usefulness, comparison and the paragraph, many candidates could not score full marks, with questions such as "to what extent" source useful, learners could not indicate. Most candidates answered question 1, 2 and very few question 3.



**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
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1 on black consciousness was the favorite one candidates answered. Overall learners performed fairly well to weak.
1.1.3 Candidates could not answer this question
1.1.4 Learners could not extract answer from the source, but gave their own interpretation which most of the time was correct.
1.2.3 Most learners could not score full marks here.
1.3.4 Not many could indicate useful or not useful and just extracted from the sources. But big improvement in answering of this question.
1.5 Most were able to compare, but could not obtain full 4 marks.
1.6 Paragraph questions overall well answered in comparison with the past.







(b) Provide suggestions for improvement in relation to Teaching and Learning

**Question 1**

Lesson should be started with introduction of relevant concepts of the topic. Make sure learners understand it.

Learners should be guided to firstly understand the measuring of usefulness and then be guided always to refer if it is useful to the great extent or lesser extent.

Guidance should be given in answering comparison question.

Learners must refer to the sources in their answer to get at least 2 marks.

Teachers should guide learners to identify different levels of questions for example Level 1 questions is straight forward extractions and teach learners to read the addendum as the answers will be found there, as not to loose marks unnecessarily.

Teachers should engage in more informal class activities as to sharpen the interpretation skills of learners as this makes up 20% of the source based questions. Therefore learners loose out a lot of marks.




(d) Describe any other specific observations relating to responses of learners

**Question 1**

A big concern was the essay questions. Some learners still answered Biko and the TRC as essay questions that is source based in CAPS guidelines. Learners are also not able to write a relevant introduction or conclusion. Some centers learners had the exact same content and in times could not answer the question asked.

Overall learners had difficult in the answering of comparison questions. Learners must refer to both sources, for example in Source A.....Explain and Source B.....Explain.

In the answering of paragraph questions many learners still rewrite the source directly from the addendum and obtain a zero (0). Paragraphs are still written in point form.

Many structural flaws in the writing of paragraph question as many learners write a page and a half, almost a half an essay and this should be avoided. Learners should read the question and write a paragraph of 8 lines only.

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(e) Any other comments useful to teachers, subject advisors, teacher development etc.

### Question 1

#### Recommendations:

1. Explain learner the type of level of question that can be added to a question paper.
2. Make sure learners have an understanding of the topic a teacher is discussing as it will sharpen their interpretation skills.
3. Give as much as possible exercises on source based questions it will lead to improved knowledge and understanding of the topic.
4. Learners must be taught to indicate if asked to WHAT EXTENT is source useful, etc. They should indicate to a great extent or lesser extent. All topics have basic terms and concepts that learners need to know and should be used in the introduction of a topic. Intensive training by subject advisors the answering and marking of essay question should be implemented. The dummy scripts could be used for such training. A manual B is also available from the examiner and moderator.
5. Teachers should be trained in the writing of CAPS essay, content and a line of argument is the most important aspect in essay.
6. Teach learners to take a stance with usefulness, reliability and in paragraph questions.
7. Training by subject advisors should emphasize the writing of paragraph questions.
8. Learners should also be conscientised not to quote directly from sources when writing the paragraph, but use his own words; otherwise you will be awarded a zero (0) for verbally copying the source. Learners should only use the sources as a guide to write the paragraph.



**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).

<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
It was overall well attempted. Most learners answered this question quite well.
Sample extractions, most learners could answer. Some learners had problems to define the concept "reconciliation". Most learners cannot answer questions usefulness and comparisons questions and therefore could not score full marks. At least there was an improvement in the answering of Level 3 questions as many learners could obtain at least 3 marks out of 4.







(d) Provide suggestions for improvement in relation to Teaching and Learning

**Question 2**

Lesson should be started with introduction of relevant concepts of the topic. Make sure learners understand it.

Learners should be guided to firstly understand the measuring of usefulness and then be guided always to refer if it is useful to the great extent or lesser extent.

Guidance should be given in answering comparison question.

Learners must refer to the sources in their answer to get at least 2 marks.

Teachers should guide learners to identify different levels of questions for example Level 1 questions is straight forward extractions and teach learners to read the addendum as the answers will be found there, as not to loose marks unnecessarily.

Teachers should engage in more informal class activities as to sharpen the interpretation skills of learners as this makes up 20% of the source based questions. Therefore learners loose out a lot of marks.




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**Question 2**

A big concern was the essay questions. Some learners still answered Biko and the TRC as essay questions that is source based in CAPS guidelines. Learners are also not able to write a relevant introduction or conclusion. Some centers learners had the exact same content and in times could not answer the question asked.

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(e) Any other comments useful to teachers, subject advisors, teacher development etc.

**Question 2**

**Recommendations:**

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10. Make sure learners have an understanding of the topic a teacher is discussing as it will sharpen their interpretation skills.
11. Give as much as possible exercises on source based questions it will lead to improved knowledge and understanding of the topic.
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**SECTION 2: Comment on candidates' performance in individual questions**

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**QUESTION 3**

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

Almost no candidates attempted to answer this question. It was overall this was the easiest source-based question to answer, but it was clear that teachers did not teach the topic on globalization. Learners who answered this question performed fair to average to poor. Most of the answers of this question could be extracted directly from the sources in the addendum, even the level 3 questions.

3.1.1 Learners were able to define the concept as the answer was provided in the source.

3.1.2 Learners were able to extract the answer.

3.1.3 Most Learners could not explain the relationship between globalization and democracy.

3.1.4 was difficult to answer as many learners did not understand how trade liberalization would assist developing countries. They did not understand the concept of trade liberation.

3.2.4 The usefulness of the source, most learners were able to gather the information and score at least 2 marks as they failed to take a stand.

3.3 Some learners would only provide one set of difference between the sources.

3.4.2 Learners still find it difficult to take a stance of Level 3 question of Agree or Disagree with a statement. They usually give a mixture of both stances.

3.4 Some could not quote this answer from the source.

3.4.4 this question was wrongly asked and these marks were awarded to learners.



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

**Question 3**

Not many learners attempted this question.

3.3 Identifying the difference between two sources still poses a challenge to learners as many cannot evaluate and answer this Level 3 type question.

3.4.2 Learners struggled to interpret and evaluate the evidence from the source and could not clearly take a stance (i.e do not clearly indicate whether they agree or disagree with the statement).

3.5.3 Learners still find it difficult to interpret, analyze cartoons and therefore could not see the relationship between countries in the Southern and Northern hemisphere.

3.6 The paragraph question is still problematic. Some learners managed to extract relevant evidence from the sources, while others copied it directly which is disadvantaged them.

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(b) Provide suggestions for improvement in relation to Teaching and Learning

**Question 3**

It would be recommended that teachers expose learners to this topic, as there are some aspects of globalization, e.g. culture, name brands that they will be able to associate with.

It is actually a very exciting and interesting theme.

By doing this theme we will be also enlarging learners' scope in terms of choosing which source-based question to answer in the examination, as it was clear that they most answered question 1 and 2.


