

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	HISTORY
PAPER:	2
DURATION OF PAPER:	3 HOURS
DATES OF MARKING:	30 NOVEMBER - 14 DECEMBER 2019

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

The failure rate for History P2 is very low and the performance of the learners were satisfactory. The level distribution is very satisfactory especially the number of Level 6 and Level 7 candidates. The total number of Level 6 and level 7 went down in 2019 as compare to 2018 and this could be because of different factors. The failure rate increase with 5.8 % and our total number of History candidates decrease with more or less than 2000 candidates.

In some cases the learners did struggle with the source-based questions especially the Level 3 question on limitation of a source and the Level 2 (High Order) question. The general trend of the performance seem to be from poor to average and excellent depending on the centre. It is clear that in some centres , most learners will do poorly , but in some other centres learners will do very well. This indicates that those centres struggle to teach the learners the correct content or the correct methods of answering questions.

CHALLENGES FOR CANDIDATES : Learners that struggle can only do Level 1 questions and they can only extract information from the sources. They cannot interpret from a source to formulate their own answer and quote from the source to answer Level 2 and Level 3 questions.

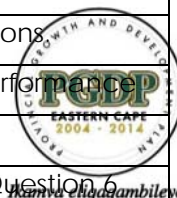
PARAGRAPHS : Candidates struggle to answer paragraph questions and rather quote information from the source or copy information from the source instead of interpreting.

ESSAYS : Candidates struggle with writing an introduction. They tend to repeat the question to formulate their line of argument. Candidates also struggle to apply analysis. They tend to write down the facts , but don't link it to the question. Most of learners choose to do two source-based questions and one essay.

SOURCE-BASED QUESTIONS : Question 1 and Question 2 was the most popular questions. Question 3 was attempted by a few learners and it is difficult to comment on the performance of the learners.

ESSAY QUESTIONS : Question 4 and Question 5 was the most popular question and Question 6 the less popular question.

Question 5 pose a problem to the learners because they cannot identify the various political



Organizations that played a role to overcome the challenges that South Africa faced
between 1990 and 1994.

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?
Average to well answered. Candidates struggle to answer Level 2 (High Order) questions ,
Level 3 (usefulness and comparison of sources –how do sources support each other) questions.
Paragraph writing is also a problem for the candidates.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In the paragraph candidates copy information directly from the sources without source
referencing. In some cases the information does not relate to the question. Candidates also
use bullet forms when writing a paragraph.
Some of the candidates also struggle to explain the concept question 1.1.2. Apartheid.
In Question 1.1.3. candidates could not use their own knowledge to answer the question.
Question 1.2.3. Candidates tend to write the following as answers to the question but end up
scoring only ONE mark for example “clean water , shelter and health services as separate
answers.
1.2.4. This question was a challenge to the candidates because they struggle to score full
marks in this question. They could not comment on the impact of the community
development projects on Black South Africans. They extracted information from the sources
which indicated the type of community projects. Most of the learners gave bullet 3 as an
answer because it is taken directly from the source.
Question 1.3.2. Candidates could not explain why Pelsaert was justified to ban the SASO 8. They
rather extract information from the source as an answer.
1.3.4. The candidates struggle to explain the statement of Helen Suzman ‘government was
responsible for creating an indestructible (everlasting) black nationalism , which is only a
by-product of white nationalism. It is clear that the learners didn’t understand the concept
white nationalism(Afrikaner Nationalism).
Question 1.4.3. Usefulness of the source and the comparison of sources-how do they support
each other pose a problem to learners. Candidates were unable to score full marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should start each theme with explaining concepts or definitions. The list of concepts should be written at the back of their notebooks. Test should also be based on concepts only.
When teaching Black Consciousness , teachers need to explain also White Nationalism (Afrikaner Nationalism).
Teachers should concentrate on explaining symbolism. Teachers should work with language teachers to assist with symbolism.
Comparison : Teachers should encourage the learners to read the whole question in order to know what to compare.
Teachers should focus on one skill especially when setting informal tasks , starting from level 1 and gradually moving to Level 2 and Level 3.
Learners need to be taught the skill to understand the mark allocation of the questions.
Learners need to do informal activities on paragraph writing-previous question papers is a must.
It is important to provide learners with the rubric for paragraph writing and also to explain to the learners how the mark allocation works.
Extra classes should be used to help learners grasp Level 2 and Level 3 questions and not to cover work not done in class.
Different teaching methods in class is important and visual sources should be used to stimulate the learners.
The use of different LTSM is important to improve teaching and learning in the class.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
When it comes to LEVEL 2 and Level 3 questions learners tend to copy information from the sources as their own answer. In the paragraph information are copied from the sources without source referencing. Teachers need to provide more informal activities on paragraphs and this in turn will help the learners to write an essay.
Teachers also need to stop the tendency to teach History in IsiXhosa because this has a negative impact on the performance of the learners. The LOLT is English and it is advisable to explain certain concepts in IsiXhosa but the lessons should be in English.
It is important for the Subject Advisors to have workshops in their districts throughout the year.
Subject advisors can also invite the Internal Moderator and the Chief Marker to discuss the common problems they encountered in the marking process.

QUESTION 2
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. This was the second most popular question but some of the learners struggle
to answer Level 2 and Level 3 questions. When it comes to Level 2 and Level 3 questions ,
learners write the evidence from the source. Learners also struggle to explain the paragraph
How the TRC dealt with the murder of political activist, Ashley Kriel.
Comparison of sources-how do the sources differ from each other-most of the candidates
didn't understand this question at all.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 2.1.3. Candidates struggle to explain why they think the TRC was mandated to
investigate human rights abuses that were committed between 1 March 1960 and 10 May
1994. Candidates copy information from the sources and don't use the time frame as their
argument.
Question 2.1.4. Candidates cannot explain the concept amnesty in the context of the TRC.
Question 2.3.2. Learners don't take a stance. This a Level 3 question drop to a Level 2 (High
Order) question -4 marks (Justification)
Question 2.4. Comparison of sources-how do the two sources differ from each other-Level 3
Question 2.5.2. usefulness of the source.
Question 2.6. Paragraph : How did the TRC dealt with the murder of political activist , Ashley
Kriel.
English FAL learners struggle with Level 2 (High Order) questions and Level 3 –comparison and
usefulness of the source.
The problem of learners is that they do not read the sources carefully so to understand the
context of the source.
Learners also left out 'politically motivated' crimes in their explanation of the concept
Amnesty.
It is clear from above and according the level of difficulty that candidates struggle with
this question especially your English FAL learners.

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Teachers need to explain concepts before they start to teach the content.
When teaching source-based questions we need to emphasis the fact that learners firstly need
to understand the caption of the source so that they could be able to know exactly whether
it is a visual or a written source. They also need to understand where does the source fit into the
theme.
Caption is good for the contextualization of the source. Source-based questions must address
historical skills and they learners need to understand the cognitive levels. Exercises must be
given to learners on a regular bases for them to be familiar with the skills required in the source-
based questions.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
When teaching you need to start from Level 1 questions and then you move to Level 2
questions and then to Level 3 questions. Teachers need to expose learners to different types
of sources for example visual , written sources as well as primary and secondary sources.
Previous questions must be used frequently so that the learners can familiarize themselves
with the different types of questions.
Learners need to be taught how to evaluate sources and should be taught how to write a
paragraph and acknowledge the sources.
It is important of teachers to study the Chief Markers report in the beginning of the year so
that they can plan their lesson plans base on the findings of the examination in 2019.
This topic really require from the teacher to use case studies to stimulate the learners.

QUESTION 3
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to poor. Globalization as a topic are not covered in many schools and therefore it is very difficult to provide a comprehensive report.
Level 2 questions answers are taken from the sources.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 3.3. Comparison of sources-how they support each other. Learners struggle to compare the sources.
3.4.3. Candidates struggle to explain why South Africa was referred to as an 'underdog'.
3.4.4. Candidates struggle to explain the limitation of the source.
3.5.2. Candidates struggle to explain the concept 'capitalism'.
Paragraph writing is a problem. Candidates write in point form , copy from the sources or just don't write a paragraph.
Some of these problems relate to the fact that this topic was not done in the class.

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This topic is relevant and current to our own country. We should encourage teachers to teach this topic. Subject advisors need to develop notes to make sure that teachers are equip to teach this topic. It is important for learners to understand where South Africa fit in the global economy and the positive and negative aspects of globalization. It is important for teachers to use visual material to stimulate the interests of learners.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
As state in ©

QUESTION 4
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to well answered. This was a straight forward question but it should be emphasize
that teachers should also give examples to show the effectiveness of the boycotts and its
impact on South Africa.
This was one the popular question and the highest number of Level 7's were achieved in this
question.
Learners were able to score full marks if they only discuss boycotts , disinvestment and
sanctions. Candidates were not penalized if they include the following in their answer :
AAM , IAAM , IDAF , ILO , Release Mandela Campaign and the Frontline States.
Learners just mentioned boycotts without full explanations for example in sport. They did not
link it the downfall of Botha's regime.
(b)Why the question was poorly answered? Also provide specific examples, indicate
common errors committed by learners in this question, and any misconceptions.
Teachers provided learners with a prepared essay. It was difficult for learners to indicate how
pressure was exert on the apartheid regime.
It was difficult for learners to differentiate between sanctions and disinvestments. Learners
were able to give examples but they could not link it with the question to sustained their line
of argument.
Some of the learners didn't take a stance.
Essays are written in point form and candidates struggled to express themselves. Language is
clearly a barrier and this is usually our English FAL students.
Candidates also make use of sub-headings in their essay which have a negative effect on the
presentation or structure on the essay.
Some centres also provide a mind map for the essay which is sometimes irrelevant to the
question.
It is clear that in 2019 teachers follow the work schedule because the internal response to
apartheid were not discussed as an essay in the exam.

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Teachers should consider the timeline of the topic. Let's start linking the THREE essays by starting with Question 6 , then question 4 and finally Question 5.
Teachers should use the latest study guide on history and also other LTSM's.
Teachers should stop providing prepared essays for the learners.
Subjects advisors should provide workshops base on how to write an essay with a line of argument.
Learners need to be trained more on taking a stance and sustain a line of argument.
Teachers must stop providing type out notes for learners. It is important for learners to make a summary of an essay (framework) and then use the written notes to write an essay.
Teachers need to give learners different questions for them to write an introduction and a conclusion.
This will help the learner to familiarize him/her to the different types of questions and the different line of argument in the questions.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers need to make sure that learners understand the work and the questions.
Teachers need to understand not to teach content which is not relevant to the question.
In some centres it seemed that no teaching and learning did take place and at the end the learners are failing.

QUESTION 5
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to well answered.
This was a problematic question for the learners. Learners were unable to be analytical in this essay because they were not able to integrate the statement of the essay with the facts.
Learners struggled to write an introduction and they think by taking a stance is their introduction.
No link between question and argument. Learners cannot identify parties/political organizations that played a role.
Leaders are mentioned but not the organizations.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Teachers provided prepared essay for learners.
Learners do understand the content but the line of argument lacks-they provide a generic or descriptive essay.
Learners take a stance but do not provide a reason why they are taking a stance-no introduction.
Teachers are still teaching learners in their mother tongue language and learners struggled to express themselves.
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Teachers should train learners how to write an argumentative essay.
Subject advisors should visit educators on a regular basis to give support on argumentative essays.
Subject committees should be functional so that teachers can empower each other.
Teachers should network with other teachers in the province and outside the province to share ideas on improving teaching and learning in the class.
Provide learners the platform to develop a lesson on the topic.
Make a summary of all the different types of question on the topic.
Use visual sources , videos to stimulate the interests of the learners.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
To many prepared essay base on leadership , negotiations and compromise.

Learners repeat the question in each paragraph and confuse markers.
To many generic and narrative essays.
Learners copy information from the sources as an answer.
Headings and bullet form are still a problem in essay writing.

QUESTION 6
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average to well answered. Candidates write more background information and this confuse the markers. This was not a popular question. Some of the learners were not able to link the Berlin Wall with the impact on the ANC , NP and South Africa.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In some cases they missed Cuito Cuanavale and Namibian Independence. Some of the learners could not link Cuito Cuanavale and Namibian Independence with the developments in South Africa.
Some centres wrote too much on background –Poland.
Some learners do not know where the essay ends.
Learners take a stance but do not write an introduction.
Learners focus more on the internal problems of Russia than the impact of the fall of
on South Africa.
Learners cannot differentiate between the South Africa (Apartheid regime) and the ANC (anti-apartheid movement).
Candidates found it difficult to understand how the collapse of the Berlin Wall paved the way for the National Party and the African National Congress to begin talks.
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The learners need to link the Berlin Wall with the fall of communism/disintegration of the Soviet Union.
Subject Advisors should convene a meeting in the beginning of the year to interrogate the Chief Markers Report.
Teachers need to provide learners with essay questions (past papers) and they need to practice how to write an introduction and conclusion.
The History teacher needs to work hand in hand with the English FAL teacher.
The use of different textbooks and visual material is very important.
Teach your learners how to make a summary/framework on the essay.
Teach your learners the PEEL-method when answering essays.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Subject advisors should form What's App groups so that teachers can communicate with each in a meaningful way.

