



CHIEF MARKER'S REPORT

SUBJECT:	HISTORY P2
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

- 1.1.1 Extraction of evidence (AS 3). This was a fair question. Learners generally answered question well. Some learners battled with the word Significant. Learners need to improve their vocabulary in English.
- 1.1.2 Extraction of evidence(AS 2) ,(AS 3)
Easy question. Most learners simply quote sentence containing the words REYKJAVIT summit. This could be linked to a lack of content knowledge.
- 1.1.3 Interpretation of evidence (AS 2,3&4)
Fair question. Not well answered. Many learners lack interpretation skill. This could be linked to LOLT.
- 1.1.4 Extraction and interpretation of evidence(AS 2,3)
Fair question. Some learners could not relate cold war to reforms in South Africa. Educators should show learners how collapse of communism influenced political events in South Africa when teaching this theme.
- 1.2
- 1.2.1 Extraction of evidence ((AS3)
Easy question. Learners generally scored the marks.
- 1.2.2 Extraction and interpretation(AS 2,& 3)
Most learners scored well. Some battle to interpreter understand the question. Link LOLT.
- 1.2.3 Ascertaining accuracy of evidence LO1 &2 (AS 3 & 4)
Learners generally scored full marks. However most learners failed to take a stance. Educators should guide learners in answering these type of questions.
- 1.2.4 Interpretation and analysis of evidence L1,2) (As 2)
Fair question. Learners scored well. Some simply quote from the sources and seem to lack vocabulary to express themselves.

- 1.2 Comparison of sources LO 1,2,3,) AS 2,3,4)
Fair question. Learners did poorly in this question. They cannot compare sources. This problem can only be addressed by educators teaching the skill and giving learners opportunity to practice this in class.
- 1.4
- 1.4.1 Interpretation and analysis LO1,2 (AS 2,3)
Easy question, well answered.
- 1.4.2 Extraction and interpretation LO1 (AS 3)
Fair question. Learners did not score well in this question. Could not extract and analyse information from sources.
- 1.4.3 Interpretation and analysis LO 1,2,3 (AS 2,3)
Fair question. Well answered by most learners.
- 1.4.4 Interpretation and synthesis LO1,2,3 (AS 2&3)
Fair question. Well answered by learners
- 1.5 Interpretation, analysis and synthesis of evidence LO1,2,3 (AS 2,3)
Fair question. Poorly answered. Most candidates simply copy sources. a skill that educators must teach their learners. It will also improve their extended writing.
- 1.6.1 Plan and construct an argument based on evidence using analytical and interpretative skills. LO 1,2,3, (AS 1,2,3,4)

Fair question. Well answered by former Model C schools. Other schools are battling, generally merely rewriting sources. Skill of essay writing not evident. Educators have to teach this skill in the classroom. Learners must be instructed on how to work with sources and how to write essays.
- 1.6.2 Synthesis information to construct an original argument using evidence from the sources and own knowledge. LO 1,2,3 (AS 1,2,3,4)
Few candidates exercised this option. Poorly answered learners scored low marks. Learners generally lack the higher order skills and ability to work with sources. Educators must teach learners how to answer the second question of extended writing

QUESTION 2

2.1

2.1.1 Explanation of concept LO2 (AS1)

Easy question. Learners from former Model C schools generally answered questions well. Others schools battled to score marks. Problem can only be rectified by proper teaching and the availability of textbooks for all learners.

2.1.2 Extraction of evidence LO 1 (AS3)

Well answered. Learners used source.

2.1.3 Extraction of evidence LO1 (AS3)

Fair question. Some learners could not answer question, Language could be a problem.

2.1.4 Comparing evidence LO1(AS 3)

Fair question. Some learners could not answer questions. Lacking the skill to compare sources. Educators need to spend more time on this aspect in their teaching.

2.1.5 Interpretation of evidence. LO1 (AS3)

Some centres did well, most did not score any marks. Learners are struggling to cope with the type of question.

2.2 Interpretation of evidence LO 1 (AS3)

2.2.1 Easy. Most learners got this question right.

Simple interpretation of source.

2.2.2 Interpretation of evidence LO 1,3 (AS2,3)

Satisfactorily answered. Most learners scored full marks. Level 1 question, answer extracted from source.

2.2.3 Quote evidence from source LO1 (AS3,4)

Easy. Well answered question. Required simple extraction of evidence from source.

2.3 Comparing evidence from sources LO 2 (AS 2,3)

Fair question. Former Model C schools scored full marks. Other learners do not know how to compare sources. Educators must focus on this in their teaching.

2.4 Extraction of evidence LO1 (AS3)

2.4.1 Easy. Learners scored well in this question. Simple extraction from source.

2.4.2 Interpretation and analysis of evidence LO 1 (AS3)

Difficult question. Learners scored full marks. Learners generally do not take a stance. Educators should give more guidance to learners.

2.4.3 Extraction of evidence LO 1(AS 3)

Well answered. Simple extraction from source.



- 2.4.4 Ascertaining and justification of evidence LO 1,2,3 (AS 2,3)
Some schools scored low marks. Struggle with term “justified”. Educators need to train learners in these technical terms.
- 2.5 Comparing evidence in sources. LO1,2,3 (AS 1,2,3,4)
Poorly answered by most schools. Most learners lack this skill. Educators must give learners enough exercise in this.
- 2.6 Interpretation, analysis and synthesis of evidence. LO 1,2 (AS 1,2,3,4)
Most learners did poorly. Could not compare the sources. Many learners cannot write paragraph. Educators must teach these skills in school.
- 2.7.1 Plan and construct and argument based on evidence using analytical and interpretative skills. LO 2,3 AS 1,2,3,4
Fair question. Poorly answered. Most learners simply copied sources. It seems like most educators did not teach this theme. Learners must be taught how to do extended writing and how to use sources.
- 2.7.2 Synthesise information to construct an original argument using evidence from the sources and won knowledge to support the argument LO 1,2,3 AS 1,2,3,4
Very few learners attempted this question. Generally scored low marks. Learners need to be educated in using sources and essay writing.

QUESTION 3

- 3.1
- 3.1.1 (a) Extraction of evidence from source. LO 1,2,3 (AS2,3,4)
Easy question most learners obtained full marks. Some learners gave incomplete answers, which seems like a language problem.
- (b) Poorly answered. Many seemed not to understand question.
Language problem in formerly disadvantaged schools.
- 3.1.2 Interpretation of evidence from sources. LO 1,2 (AS 2,3,4)
Learners scored full marks. Most simply quoting the sentence “... de Klerk was preparing to betray us all”
- 3.1.3 Analysis and Interpretation of evidence LO1,3 (AS2,3)
Unfair question. Poorly answered. Learners lack prior knowledge on First War of Independence, Great Trek and Anglo-Boer War. These sections no longer covered in FET syllabus.
- 3.2 Poorly answered. Most learners do not know how to compare sources.
Educators have to teach this skill in class.
- 3.3.1 Interpretation of evidence LO 1,3 AS 2,3
Poorly answered by majority of learners. The phrase “expected political change in the country
- 3.3.2 Interpretation of evidence
Well answered. Learners scored full marks.
Simple extraction from source.



Ikamva eliqaqambileyo!

- 3.3.3 Using photograph to ascertain use of evidence, Most learners tend to focus on content rather than usefulness. Educators need to practice these types of questions at school.
- 3.4.1 Interpretation of evidence from source. LO 1,2,3 (AS 1,2,3,4)
Learners scored good marks in this question. Lots of information in sources.
- 3.4.2 Extraction of evidence from source LO1 (AS 3)
Learners scored good marks. However many learners had difficulty describing the emotions. They merely quote from source.
- 3.4.3 Extraction of evidence from source LO 1 (AS3)
Mixed response. Many of the non-English speaking learners quoted from source, leaving out verbs and therefore did not answer question.
- 3.4.4 Interpretation of evidence LO1,2,3 (AS 2,3,4)
Mixed response. Some scored full marks. Others misunderstood question. Focussed on what Manuel did instead of his feelings.
- 3.4.5 Comparison of evidence LO 1,2,3 (AS 2,3)
Some learners scored full marks. Majority struggles with comparison of sources. This skill must be taught by the educators.
- 3.5 Interpretation, analysis and synthesis of evidence LO 1,2,3 (AS 1,2,3,4)
The answers were not readily available in the sources but learners had to rely on own knowledge to cover up the bullets.
Most got L1. A few got L3.
Learners cannot write paragraphs.
- 3.6.1 Plan and construct an argument based on evidence using analytical and interpretive skills. LO 1,2,3 (AS 1,2,3,4)
Mixed response to this question. Some learners scored well. Most of the learners did not focus on role of Mandela and therefore scored average marks. The weaker learners just generalized on life and rise of Mandela and his role in the social upliftment of Black South Africans. Educators must teach learners the skill of essay writing as well as analysing questions.
- 3.6.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument.
LO 1,2,3 (AS 1,2,3,4)
Unfair question. Most learners could not answer this question. Mostly copy sources word for word. Educators need to train the learners how to answer this type of question.

QUESTION 4

- 4.1.1 Interpretation of evidence from source. LO 1 (AS3)
Most learners answered correct. Some simply copied sentence with the word victim. Many did not understand the term “victim”.
- 4.1.2 Interpretation of evidence from source LO1 (AS3)
Most learners answered poorly. Very few knew what happened in Rwanda and Northern Ireland).
- 4.1.3 Ascertaining the limitations of evidence.
Poorly answered. Most learners did not understand “limitations”. Obvious that many educators are not teaching learners these technical skills.
- 4.2
- 4.2.1 Extraction and Interpretation LO 1 (AS 3)
Learners scored full marks. Many simply quoted from source.
- 4.2.2 Interpretation and analysis of evidence. LO 1,2,3 (AS1,2,3,4)
Poorly answered. Learners generally battled with these technical questions. Educators must spend more time on these types of questions.
- 4.2.3 Ascertaining the usefulness of evidence. LO 1,2,3 (AS 2,3,4)
Learners battled with this. Lack skill to answer usefulness.
- 4.3.
- 4.3.1 Interpretation of evidence. LO 1,3 (AS3,4)
Most scored full marks.
Most learners simply quoted from source.
- 4.3.2 Interpretation of evidence from source. LO1 (AS 3)
Mixed response. Some scored 2 marks; others assumed that he would be angry.
- 4.3.3 Interpretation of evidence LO 1,3 (AS 3,4)
Scored good marks. Most simply quoted from source.
- 4.3.4 Interpretation of evidence LO 1,3 (AS2,3)
Most learners scored full marks. Some simply quoted directly from source.
- 4.3.5 Ascertaining the differences of evidence LO 1,2,3 (AS,2,3,4)
Poorly answered. Very few could give both viewpoints. They struggled to differentiate between the 2 perspectives.
- 4.4 Interpretation of evidence. LO 1,3 (AS2,3)
- 4.4.1 Interpretation of evidence LO 1,3 (AS2,3)
Most could not interpret. Simply rewrote caption.

4.4.2 Interpretation and analysis LO 1,2,3 (AS 2,3,4)

Mixed response. Most learners could not interpret and analyse. Others simply used general knowledge. Learners do not take a position.

4.4.3 Ascertaining biasness of evidence. LO 1,2,3 (AS 2,3,4)

Poorly answered (unfair question) Learners do not understand or know how to handle technical questions i.e. "bias".

4.5 Interpretation analysis and synthesis of evidence LO 1,2,3 (AS 2,3,4)

Poorly answered. Learners lack the skill of paragraph writing. Do not know how to use sources.

4.6.1 Plan and construct an argument based on evidence using analytical and interpretative skills. LO 1,2,3 (AS 1,2,3,4)

Most learners did not score good marks. They tended to generalise and did not take a line of argument.

4.6.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support argument LO 1,2,3 (AS 1,2,3,4)

Very few attempted this question. They did poorly. Most learners do not know how to use sources.

GENERAL COMMENTS.

Learners generally do not have the necessary language ability to comprehend questions and therefore find it difficult to express themselves. This is why many learners simply quote directly from the source.

Teachers in some schools do not teach learners the necessary technical skills that are synonymous with source-based questions, i.e. compare, what is similar, bias, justify, reliability, useful, etc.

Educators need to teach these skills and also ensure that learners get enough practice.

It is important that the concepts be introduced as early as grade 10.

Paragraph-writing is a major concern. Teachers must teach this skill. It will improve learners' extended-writing. Educators must be given more support by Curriculum section.

More training workshop by people who are specialists in History is an absolute must.