

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	History
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PAPER	2
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DATE OF EXAMINATION:	26/11/2015	DURATION:	3 HOURS
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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 2016.

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))

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

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

The question paper was in line with CAPS examination guideline and the required cognitive levels were contained on the question paper. The question paper catered for the weak, average and strong candidates. The overall performance was not as expected. The overall performance of different centres ranged from good, average, poor and some very poor. One contributing factor to overall poor performance is that this paper was written at the very end of the exams and learners were exhausted by this time.

Most learners also answered two (2) source-based questions and one(1) essay. More than 90% of the candidates answered question 1 and 2 and the performance was average to very poor. What also became evident is that candidates could not answer the basic concepts in the question paper. Level 2 and 3 questions. Which requires interpretation skills also proved a challenge and candidates could not secure full marks. The answering of the paragraph question is also a challenging factor as most learners could not secure full marks.

The popular essay question was question 4 and 5. Some candidates would secure full marks and others very poor. Most secured average marks. The answering of the essay seems to be a big challenge securing 0 and some not even attempting to answer the question. It was also evident that candidates were not properly prepared in answering essay questions.

A question by question analysis follows.

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?
This question was basically answered by all candidates but ironically some could not define the concept of BC as asked in Question 1.1.1. The overall performance was average to very good. Learners do not or cannot read properly and questions are often misinterpreted.
1.1.4 Could not use interpretation skill to identify the impact BC had on black communities.
1.2.2 The question was poorly answered and candidates could only score 2 marks.
1.4.3 Level 3 question, candidates could not indicate whether justified or not justified and it is clear they do not understand the term.
1.5 Learners couldn't indicate how source 1B differs from 1D, which require interpretation skills.
1.6 Paragraph writing skills seems to be a big challenge. Some learners still can't extract the relevant information from the sources. Some still use bullets or telegraph style causing them to lose marks. Many candidates could only obtain a L2 in this question.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.4 Candidates could not extract the relevant answer from the source. The phrasing of the question might have confused some and therefor gave their own interpretation.
1.2.2 It is clear that candidates do not understand that the meaning of the word "contradict". They misinterpret it as similar and could not score full marks.
1.4.3 Candidates do not understand the concept of justified or not justified. It requires interpretation skills, but most extract answers directly from the sources.
4.5 Lack interpretation skills that is required when answering this question. Cannot distinguish the difference between sources.



1.6 Paragraph: Candidates do not have the ability to identify the relevant information in the sources to answer the paragraph. Mostly they just reproduce the exact words from the source as answer and obtain a 0.

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

Teachers should cover all the prescribed content framework for Grade 12 as indicated in the examination guideline.

Lessons should be started with introduction of relevant concepts of the topics.

Informal tests must be written to see if learners has grasped the basic concepts and have a basic understanding of the topic.

Learners should be guided in understanding of answering L2 and L3 questions such as usefulness, reliability, justified, bias, comparison, similarity and contradiction of sources.

Do as much exercise as possible, not only using previous question papers, but source-based exercise from different text books. Practice makes perfect.

Teachers should also get the necessary training on how to answer and interpret L2 and L3 questions.

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

Many learners have the ability to answer the L1 questions i.e. direct extractions from the sources.

Candidates do not look at mark allocation and only give on answer when 2 is required, $2 \times 1 = (2)$.

Overall learners have difficulty in answering L3 questions.

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

A big concern is the answering of the essay question. Learners do not take a stance, i.e. line of argument and sustain it, but mostly just writes narrative essays. The question is not answered, but only content is discussed.

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

Teachers should allocate more time on teaching and developing cognitive skills.



Learners must be engaged in as many sources as possible at school level.
All grade 12 assessment tests must be common papers and made compulsory as to ensure standardised papers are written by learners in preparation for exams.

Question 2

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

Most candidates answered this question and the overall performance was average to very well.

Simple extraction questions candidates were able to answer.

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 2

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

2.1.3. Learners had difficulty in defining these concepts.

2.2.3 Level 3 question on reliability was difficult to answer.

2.2.4 Candidates did not understand this question.

2.3.1 Interpretation using the usual clues.

2.4 Comparison on sources.

2.6 Paragraph question.

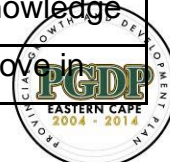
(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In defining the concepts of (a) Human Rights and (b) Amnesty candidates had problems



in answering these correctly.
Learners were punished for simplifying their responses when answering the concepts.
This had disadvantaged learners to a great extent.
The way Question 2.2.4 was asked confused learners and did not respond well, especially if English is not your major.
This was detected when marking different centres.
Many candidates lack the skill to interpret the sources.
2.3.1 Candidates have difficulty in interpreting cartoons. However some was very creative on coming up with answers.
2.4 Many learners do not know how to differentiate between two sources and only refer to one.
2.6 Paragraph writing: Most candidates answer this question without taking a stance.
Many are still directly copying the sources when answering the paragraph question.
(b) Provide suggestions for improvement in relation to Teaching and Learning.
Lessons on TRC should start with basic concepts and ensure that it is mastered.
If this is done learners will be able to understand the topic in totality and will not have problems in answering interpretative questions.
Guidance should be given in answering comparison questions, Teachers should guide learners to identify different levels of questions. For example level 1 questions is straight forward extraction and teach learners to read the addendum. Learners must be encouraged and guided in paragraph writing.
History workshops to develop the knowledge and skill of teachers, especially in relation to level 3 questions should be organised.
Constant contact with subject advisors to support and develop teachers is of utmost importance.

(d) Describe any other specific observations relating to responses of learners.
It was detected that some learners could not answer 2.1.1; i.e. extract the information from the source but gave their own interpretation and resulting them in losing those marks.
Some learners stated that they were not taught on this topic. Lack of content knowledge made some centres to perform poorly. Most candidates scored average and above in



this question who could express their answers well.
Language barrier is a common problem in some centres. Candidates extract answers directly from sources when they are expected to interpret the source.
Answering of reliability still poses a big challenge. Some response who made one to believe that learners had no guidance from a teacher or there was a lack of commitment on their side. Candidates can't comprehend, interpret and analyze cartoons; e.g. could not differentiate between Zapiro and Snyman.
In paragraph writing many learners still rewrite the source from the addendum, and can't take a stance. Many structural flaws is still observed in the writing of paragraphs.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
1) Explain learners 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) 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 to 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 writing of CAPS essay, content and a line of argument is the most important aspects in essays.
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 their own words; otherwise they will be awarded a zero (0) for verbally copying from the source. Learners should only use the sources as a guide to write the paragraph

Question 3

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

QUESTION 3
Not many learners answered this source based question. These who attempted this question performed fairly well to poor. It also became evident that these learners who has good reading skills could answer this question as most of the answers were found in the sources. For those who performed poorly it was evident that this theme was not dealt with at several levels and could only answer the extraction questions, but failed to answer the L2 and L3 questions. Most of the answers of these questions could be extracted directly from the sources on the addendum, even the level 3 questions. As some candidates could not answer 3.1.1 i.e. to identify the five BRICS members it became clear that they were not well prepared for this question.

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).

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.1.2 – Candidates could not analyze the cartoon
3.2.2 (a) – Could not define the concept: Developing Nations
3.3.3 – Challenging level 3 question as learners could not take a stance
3.4 – Comparing source still poses a problem.
3.6 – Paragraph question not answered well or not at all
3.6 – Answering the paragraph question is still problematic. Some learners managed to extract relevant evidence from the source, while others copied it directly.



(a) Provide suggestions for improvement in relation to Teaching and Learning
It would be recommended that this theme on globalization be taught to learners as it is easy to learn the content and it's a shorter topic that will benefit the weaker candidates.
Candidates will be able to associate with this theme as they are in a technologically changing world.
By doing this theme we will also encouraging learners choice in answering 3 source based questions in the examination, as it is clear that most only answer question 1 & 2.
(d) Describe any other specific observations relating to responses of learners
Candidates had difficulty in constructing a paragraph as manly only extracted directly from the sources and could not use own knowledge; resulting in a paragraph with no cohesion. Therefor could not score full marks.
Most did well in L1 questions i.e. extraction, but could not answer the L2 and L3 question.
This indicated that this theme was not dealt with at school level.



(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should train learners to take notice of the mark allocation per question.
Learners only mentioned one fact when mark allocation wants two (2) answers;
2x1 (2) requires two answers.
We need subject advisors to work on relevant material relating to this topic that will assist teachers in presenting this topic.

Question 4,5,6

building blocks for growth.



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

Essay Questions:
Question 4
This essay was also a popular question answered by many candidates. Some learners managed to write substantiated essays and got good marks of up to 50. Other learners struggled to construct the essay effectively. They struggled to formulate a proper introduction that relates to the question. Most candidates knew the content of this question, but could not analyze it to fit the question and also couldn't properly tie up their argument. The scores ranged from 23-29.
Question 5
Over 80% of the candidates answered this question. Learners couldn't take a stance, resulting in learners only obtaining marks for content. For only discussing the content learners obtained marks of 29 out of the 50 marks. If the learners took the stance they could score full marks. Learners don't read the question properly and therefor didn't answer it, resulting in marks being deducted. Learners couldn't sustain a line of argument because they didn't understand the question. Learners getting pre-written essays from teachers has the tendency of just mentioning the content, learners also have a problem to end their essay with a relevant conclusion that is line with the question.
Learners answering this question has performed on an average level. However there were a few candidates who produced a good essays, who can take a stance, sustaining a line of argument and therefor obtaining full marks.
Question 6
Very few candidates attempted to answer this question, and those who answered this question could only score an average mark. The reason for this is that candidates couldn't assess the extent of the downfall of USSR influencing the political changes in S.A. They find it difficult to make that link. Many candidates misinterpret the content of this question with that of question 5. Some centres could identify most of the relevant bullets, but struggled to use analysis to show how the NP and ANC came



under pressure from the disintegration of communism.

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).

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

Question 4

Most candidates didn't construct well-planned analytical essays. Most of the essays were descriptive and had no line of argument. They knew the content, i.e. could mention all the organizations that restricted the apartheid regime in the 1980's, but couldn't elaborate on the violence (reaction) in each case. Candidates score average and below average marks. It must however be mentioned that at some centre candidates could sustain their line of argument and attained full marks.

Question 5

Most learners chose to write this question. Their performance was average to poor. They knew the content. Learners however still struggled with the introduction, line of argument or analysis and the conclusion. Most learners had a descriptive essay, only concentrating on the content with no line of argument that is linked to the key question. Many couldn't take a stance when answering this question and many learners didn't know they had to take stance. Important aspects such as Codesa 1 and Codesa 2, Record of Understanding and Sunset Clause was not discussed. In the essay these were the important aspects that paved the way for a democratic South Africa. They also had to explain the role of F.W. De Klerk in the road to democracy which they could not.

Question 6

Overall this question was inadequately addressed. Candidates struggled with this analysis of the content / evidence and don't know how to apply the evidence. They also

struggled to introduce and maintain a line of argument. Candidates could explain
Gorbachev's reforms of Perestroika and Glasnost very well, but couldn't link that it lead
to the fall of communism and eventually forcing the NP and ANC to negotiate
(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 4
Candidates failed to draw a link between Botha's reform measures and the wave of
mass resistance against the apartheid's regime in the introduction i.e. taking a stance.
They seem to understand the content relevant to the question but lack the ability to
select facts to develop an argument. They provided too much background in the
following aspects:
a) Total Strategy, in particular the Bantu Authority Act
b) Role of trade Unions: They didn't confine their argument to the 1980's, some write
more than 2 paragraphs on the 1970's.
c) Education struggles: Their response was on the Soweto uprisings.
Most did not mention the states of emergencies.
Question 5
It has been observed that most learners are not being taught how to analyze and apply
the content that relates to the question posed. Teachers should be reminded to be
aware of the fact that essays should be argumentative and analytically approached.
Narrative essays is no longer applicable in the new CAPS curriculum for history
Some Learners didn't event attempt to write an essay.
Question 6
Learners struggle to construct the essay efficiently. Struggle to formulate a proper
introduction that links to the question and sustain a line of argument.
Learners could also not answer to what extent the downfall of USSR influence on

South African political changes. Learners focused on Russia's economic reforms.
Learners tend to give too much background on events that happened in the USSR
and end up spending less time on the actual question.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Question 4
Emphasis should be placed in teaching of essay writing skills focusing in taking a stance
in the introduction, construction of an argumentative essay and how to tie up an essay.
When teaching this topic the educators should highlight the following:
1 – Botha's/NP's Policy and intended outcomes
2 – The strategy implemented by each organization in response to the policy.
3 – The impact of these strategies.
Resources – Following website can be visited: http://www.sahistory.org.za/
(d) Describe any other specific observations relating to responses of learners
Question 5
Teachers should teach the content properly to ensure learners are able to construct
an essay from their own knowledge. Teachers should emphasize and train the learner
the importance of introduction and conclusion of an essay and how it should address the
question being asked. Guide the learners to write one main historical fact i.e. Codesa
in one paragraph and substantiate that fact with the relevant historical information that
happened at Codesa. This should help especially with the weaker learner.
Correct structure needs to be learned for an essay. No use of Heading, Subheading,
telegraph or bullet form. Allow learners to practice the essays before engaging in formal
assessment, spider diagrams recommended for this purpose.
Question 6
Learners need to be taught the time line of events as it happened in the USSR and be
taught the content of the relevant period. Encourage learners to read the question
carefully and to answer it in their opening statements and not just give facts on the
events after 1989.



(d) Describe any other specific observations relating to responses of learners
Question 4,5,6
Most learners wrote content without taking a stance or had no introduction or
conclusion related to the question .
No analysis or line of argument was evident in the essay writing.
Learners that only gave full content was awarded a level 4 resulting in a mark rating
of 28 to 29.
If learners refrain from using subheadings it would improve the structure of the essay.
Learners has not mastered the skill of sustaining their argument.
It also became evident that at some centers candidates didn't or couldn't write an
essay and obtained a zero (0) They had no knowledge or understanding of the topic.
(e) Any other comments useful to teachers, subject advisors, teacher development
etc.
Question 4,5,6
Subject advisors should also allow different schools to moderate each other's essay
questions to get a common understanding in how the essay questions should
be marked. This will ensure standardization of essay marking.
Workshops should be held in Districts by Subject advisors to answer level 2 essays
and guide teachers.



NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

