

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	HISTORY
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PAPER	1
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DATE OF EXAMINATION:	4 November 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 general performance of learners in the 2015 NSC History Paper 1 examinations is just above averaged. There centres where the performance is very poor and there are also centres that have performed extremely well. The majority of the learners have serious challenges in answering source-based questions. This situation is compounded by the fact that the overwhelming majority of the candidates choose two source-based questions and one essay. This immediately puts them at a disadvantage. In contrast those who choose two essay questions and one source-based question perform reasonable well. There seems to be an erroneous perception by candidates that source-based questions “appear easy”. Learners should be encouraged to choose questions based on their understanding of the relevant content and their preparations in in respect of the content of the question, not just for the sake of choosing.

Questions 1 and 4 remain the most popular question. However the performance in Question 1 belies the popularity of the question. Question 1 has again proved to be the toughest of all the questions. Extraction of relevant evidence from the sources has surprisingly proved a serious challenge for many candidates. Between fourteen and fifteen marks in the source-based questions is allocated for extraction questions, Level 1 questions. Teachers are urged to impress upon the learners that if a question is phrased in this fashion, “*What, according to the source, ...?*”, then the answer must come directly from the source.

The other contributory factor to poor performance is the issue of lack of proficiency in the Language of Learning and Teaching, in this case, English.

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?
The question was largely poorly answered and even though the question is popular, the performance of learners in the question is not at the acceptable level.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 1.1.1 is a simple extraction question but candidates battled to find the answer from the source. This points to the fact that candidates do not read with comprehension.
Many candidates could not define the concept, communism , in Question 1.1.2.
Question 1.1.4 proved to be a challenge to learners. Many candidates could not reach the level of evaluation and analysis required by the question. Many tended to rewrite the source without answering the question.
Question 1.2.4 requires the candidates to demonstrate understating of the palpable tension that existed between the East Berlin and the West Berlin security personnel. Too many candidates lost marks in this question, largely because they did not fully grasp the reasons for the building of the wall and its negative impact on the ordinary man on the street.
Some candidates did not understand the meaning of the concept , concentration camp, in Question 1.4.2, consequently they could not provide relevant responses to answer the question.
Question 1.5 was poorly attempted, as candidates fail to make the link between two sources. This type of a question always poses serious challenges for second language speakers.
Candidates struggle with paragraph questions and Question 1.5 was no different



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

Teachers must familiarize learners with the various levels of questions to be asked.

Extraction questions carry a total of fifteen marks out of the question total of fifty. It is clear that these cannot be ignored.

Candidates have problems with definition of concepts. Teachers must teach concepts to learners. It is advisable to make a list of historical concepts that will be encountered in the study of a particular section of work. A concept must be defined in its general application (the universal meaning) and a concept must also be defined in the context of the topic that is taught at the particular point in time. For broad and in depth understanding of content learners must be exposed to a variety of textbooks and other source material.

paragraph writing is still a problem for many learners. A paragraph should be viewed as a mini essay. Where required, a candidate must take a stance and must have a concluding sentence. The question prompts the candidate to use 'relevant sources', it is therefore important to refer to the sources where information has been sourced.

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

It is evident that some candidates do not read and analyse the sources. They just read the question asked and look in the source for a word or phrase that may have been used in the question, then write the entire sentence or paragraph as an answer.

There is still a serious problem with responding accurately to questions that require the application of historical skills, e.g. interpretation, analysis, evaluation, bias, usefulness comparison, paragraph writing.

Candidates also lose marks by not providing responses as indicated by the mark Allocation. If a question carries four marks and requires two responses [(2 x 2) (4)], Candidates would simply provide one response and lose the other two marks. The effect of this in the entire question is the loss of marks that could have been earned.

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

History teaching cannot be immune to the impact of teacher redeployment which results to teachers, who have never taught History before, having to teach History even at Grade 12. In order to mitigate this problem, workshops should be run at the beginning of each year for all History teachers in each district.

QUESTION 2

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

Few candidates chose this question and the performance has been extremely poor.

Very few candidates scored good marks in this question.

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

It is clear that very few schools teach this section of work. There is indication that lack of information about the Battle of Cuito Cuanavale may be a factor. In answering this question, candidates just rewrite and extract information from the sources even if the question requires a different skill, e.g. interpretation.

Candidates also failed to appreciate and see the attempt by the examiner to present a balanced viewpoint on the contentious issue of who won the Battle of Cuito Cuanavale.

Candidates read the sources in isolation and their responses to questions did not take the juxtapositioning of viewpoints into account. To illustrate this point further, the candidates could not respond adequately to Question 2.5.



(c) Provide suggestions for improvement in relation to Teaching and Learning
Angola is an interesting theme and should be easy for learners to handle. But the focus on the Battle of Cuito Cuanavale to the exclusion of everything else is presenting a Challenge as many textbooks do not have a lot of information on this subject. However It is advised that teachers must make use of the internet to research this topic and not Depend on the textbooks. There is a lot of information on this topic in the internet. Most Students use smart phones and can access this body of knowledge.

(d) Describe any other specific observations relating to responses of learners
Very few were able to write the paragraph question correctly and addressing the Question asked.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
As recommended in Question 1 (c) and (e) above.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question, though not as popular as Questions 1 and 4, it was answered by a large number of candidates and the performance ranged from averaged to very good from School to school.

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

As indicated above the question was well answered.

Question 3.2.4 presented a challenge to the candidates even though it should not have.

This question requires candidates to evaluate Faubus' s stated commitment to Democracy as against his actions.

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

Given the fact that this area is a case study within the broader Civil Rights Movement Teachers must put an emphasis in the teaching of this section. In order to contextualize the study of this case study it is important for the teacher to explain the US government system, i.e. a federal state where legislative conflict is possible between a state and the Federal government. Furthermore teachers must explain the racial conservatism of the South compared to the more liberal attitude of the North. This will help learners gain insight into the reasons why there was a conflict between the Federal government and the state government of Arkansas.

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

Question 3.5.1 was poorly answered as many candidates could not understand the Essence of the phrase, "Brotherhood by Bayonet".

Of interest is that the paragraph question, Question 3.6, was reasonable well answered By the majority of candidates.

Question 3.5 was poorly answered. The examiner expected learners to compare two Source but used the instruction word 'comment', the comparison is not clearly referenced.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The recommendations in Question 1 (c) and (e) above remain applicable.

QUESTION 4 (Essay Question)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This a very popular question and the performance in it was reasonable good.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The essay has a large volume of content to be studied and many learners muster this content. The challenge is candidates do not take note of the manner in which the question has been framed. They just give a very descriptive narrative on the general events of the Vietnam War, without using the historical evidence to answer the question. It is common for learners to just restate the facts without using relevant evidence to build and support a relevant line of argument.

(c) Provide suggestions for improvement in relation to Teaching and Learning
More practice in essay writing where learners must support a viewpoint. Most essays In CAPS candidates are required to express an opinion and to then develop a consistent argument to support that opinion. This is what is called a Line of Argument (LoA).



(d) Describe any other specific observations relating to responses of learners
In answering the essay candidates gave a lot of background information with focusing on the given time period of 1963 to 1973.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The recommendations in Question 1 (c) and (e) above remain applicable.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Not a popular question. Performance in this question has been extremely poor.

(b) Why the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates could not muster the art of writing a comparative question and the majority just wrote anything they could remember without answering the question. If candidates Grasp the essence of the question, it becomes an easy question.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers must teach this topic thoroughly. If taught well candidates will score good on this question and Question 2. Regular essay writing on the topic and feedback will Help. Candidates must also provide relevant examples to support their argument.

(d) Describe any other specific observations relating to responses of learners
None
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The recommendations in Question 1 (c) and (e) above remain applicable.

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was reasonable well answered, but a large number of candidates were not skilled enough to take a stance and consistently argue in support of their viewpoint. This led to many scoring low marks.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The candidates fail to use content to answer the question. There is a tendency to just write about the Black Power Movement, Black Panther Party for Self Defence, Carmichael and Malcolm X and totally disregarding the question asked.

(c) Provide suggestions for improvement in relation to Teaching and Learning
As in Question 4 (c) above.

(d) Describe any other specific observations relating to responses of learners
None
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The recommendations in Question 1 (c) and (e) above remain applicable.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

