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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **HISTORY** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **3 HOURS** |

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

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| The general performance of candidates in the History Paper One of November 2021 NSC examinations are just above average. This means that there are centres that are performing extremely beyond average whilst others are performing extremely well. The new cognitive demand as stipulated by the CAPS document assisted some candidates with the source-based questions as well as the essay questions. Looking at the questions chosen, there is an improvement as compared to the past years, candidates are choosing two essays and one source-based question. This is to their advantage as it is easier to get a pass mark when they are making this choice. The major challenge in choosing two source-based questions is the misinterpretation of the sources provided. Some candidates find English to be a language barrier in writing hence it is difficult for them to obtain average to full marks. Candidates still find it difficult to link their prior knowledge in answering the sources. Paragraph-writing still remains a challenge. Candidates just extract parts of the sources, without answering the questions. They just cannot construct a paragraph in their own words, using their own knowledge. |

**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).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| **SECTION A**  **QUESTION 1** |
| **1.1 Candidates scored an average of 22%** |
| 1.1.1 Candidates were able to extract evidence from the source, could only score one mark. |
| 1.1.2 This question was well answered, and candidates scored the two marks. |
| 1.1.3 Poorly answered candidates could not define the concept. |
| 1.1.4 Average answered as 90% could score two marks. |
| **1.2 Candidates scored an average of 48%** |
| 1.2.1 Well answered, candidates could score the full four marks. |
| 1.2.2 Well answered, candidates could score the full four marks. |
| 1.2.3 Satisfactory answered, candidates could score one mark. |
| 1.2.4 Satisfactory answered, candidates could score two marks. |
| **1.3 Candidates scored an average of 39%** |
| 1.3.1 Well answered |
| 1.3.2 Candidates were able to extract evidence from the source, could only score one mark. |
| 1.3.3 Poorly answered. Could not explain the concept. |
| 1.3.4 Could not interpret the question and only scored two of the four marks. |
| 1.4 Candidates scored an average of 27%. Struggled to compare the sources. Could only score two marks. |
| **1.5 Candidates scored an average of 24%** |
| 1.5.1 Satisfactory answered, candidates could score two marks. |
| 1.5.2 Well answered, candidates could score two marks. |
| **1.6 Candidates scored an average of 16%** |
| Most learners responded extremely poorly in the paragraph question. Candidates could score only Level One, two marks. |
| **Question 2** |
| **2.1** Candidates scored an average of 40% |
| 2.1.1 Well answered, candidates could score the one mark |
| 2.1.2 Satisfactory response as most candidates could define the concept of decolonisation |
| 2.1.3 Responded well candidates could all score the three marks |
| 2.1.4 Poorly answered, cannot interpret evidence and could only score two of the four marks |
| **2.2. Candidates scored an average of 36%** |
| 2.2.1 Responded well candidates could all score the two marks |
| 2.2.2 Well answered, candidates could define the term domino effect |
| 2.2.3 Responded well, could extract the evidence from the source |
| 2.2.4 Poorly answered, could not interpret evidence from the source and lost the four marks |
| **2.3 Candidates scored an average of 34%** |
| 2.3.1 Responded well, could extract the evidence from the source |
| 2.3.2 Responded well, could extract the evidence from the source response |
| 2.3.3 Poorly answered, could not interpret evidence from the source and lost the two marks |
| 2.3.4 Poorly answered could not interpret evidence from the source and lost the four marks |
| **2.4 Candidates scored an average of 13%** |
| Poorly answered could not interpret the similarity of the sources and lost the four marks |
| **2.5 Candidates scored an average of 9%** |
| 2.5.1 Poor to satisfactory response as most candidates could only score two of the four marks |
| 2.5.2 Poorly answered, could not interpret what limitations of source was and lost the four marks |
| **2.6 Candidates scored an average of 6%** |
| 2.6 Poorly answered, candidates struggled to construct the paragraph |
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| **Question 3** |
| **3.1 Candidates scored an average of 35%** |
| 3.1.1 Responded well, it is an extraction |
| 3.1.2 Responded well, most can define the concept |
| 3.1.3 Average to good response as most could score at least two of the four marks |
| **3.2 Candidates scored an average of 33%** |
| 3.2.1 Responded well |
| 3.2.2 Average to good response as most could score at least two of the four marks |
| 3.2.3 Responded well, candidates could score two marks |
| 3.2.4 Average to poor response as most candidates could not interpret the reliability of the source and could only score two of the four marks |
| **3.3 Candidates scored an average of 26%** |
| 3.3.1 Average to good response as most could score the four marks |
| 3.3.2 Well answered, as most could score the two marks |
| **3.4 Candidates scored an average of 44%** |
| 3.4.1 Average to poor response as most candidates could only extract two of the three answers |
| 3.4.2 Average to poor response as some candidates could not define the concept desegregation |
| 3.4.3 Very well answered, it is an extraction thus all candidates scored the four marks |
| 3.4.4 Well answered, it is an extraction |
| 3.4.5 Average to poor as most candidates could not interpret the question |
| **3.5 Candidates scored an average of 24%** |
| Average to poor response as most candidates could not interpret the reliability of the source and could only score two of the four marks |
| **3.6 Candidates scored an average of 18%** |
| Poorly answered, candidates struggled to construct the paragraph |
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| **SECTION B: ESSAY TYPE OF QUESTIONS** |
| **Question 4 – Average performance = 49%** |
| This was the most popular question. The response was fairly well, but too much background was being given in this essay. |
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| **Question 5 Average performance = 54%** |
| It was not a popular question. It was moderately answered, and also too much background being given. |
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| **Question 6 Average performance = 37%** |
| Most learners performed moderately and struggled to maintain the LOA on this essay. |
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| General overview in these essay type of questions is the line of argument.  Choosing an incorrect stance and writing too much background. Lack of content knowledge in some essays. |

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| (b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| |  | | --- | | QUESTION 1  1.1.1, 1.1.4, 1.3.2, 1.3.4 Many candidates give one answer instead of two. Candidates also extracted part of the paragraph instead of extracting the answer.  1.1.2 The majority of candidates did not know the stance which the USA took during the 1940s 1.3.3 The definitions were poorly answered.  1.2.2 The candidate does not answer the question, instead they repeat the question in the answer.  1.4 Candidates struggled with the differences. Most only give one difference instead of two.  1.5.1 Candidates mostly quote from the source or give one answer.  1.6 The paragraph was often not answered. Candidates extracted information directly from the source and were penalised for this. | | **QUESTION 2**  Not many candidates answered this question. Candidates lose many marks due to them not understanding mark allocation. 2 x 1 is construed as one fact for two marks.  2.1.4 This question posed a real challenge for the FAL candidates. The candidate could not explain the reasons for the collapse of the Alvor Accord. They had no knowledge of this accord.  2.2.2 Candidates struggled to answer this question. The words, in the context of was misunderstood and many candidates gave the definition of domino effect.  2.2.4 The interpretation of the statement was a struggle.  2.4 Candidates do not compare twice. They do not check the mark allocation. Some do not compare at all. They answer the question as if it is a usual Level 2 question.  2.3.3 Candidates failed to comment on the statement. Most candidates failed to answer this question correctly.  2.3.4 Candidates struggled to give reasons why SA gave limited military support to the anti-communist bloc in Angola  2.5.2 Candidates had difficulty in understanding the limitations of the source. Many responses were based on usefulness.  2.6 The paragraph was not answered by many. Those who attempted it, wrote irrelevant information from the source.  **QUESTION 3**  3.1.1 Some candidates struggled to extract information from the source.  3.1.2 Candidates struggled to define the basic concept of what a boycott is.  3.1.3 Many candidates could not interpret the question. They wrote directly from the source.  3.2.2 Candidates think that Coloureds and Blacks are different racial groups because of their South African background.  3.2.4 Many candidates could not determine the reliability of the source in the context of researching the reliability of the source. Instead of answering reliability, they answered usefulness of the source.  3.3.2 Candidates struggled to interpret the photograph in Source 3C. The question was to verbose.  3.4.1 Candidates struggle to extract the sentences from the source.  3.4.2 Many candidates struggled to interpret the term integrate in the context of the Civil Rights Movement  3.4.5 Candidates lacked the ability to interpret the source effectively. They don’t always have the vocabulary to articulate what they wish to say.  3.6 The paragraph was a challenge to most learners. Learners lost marks because they did not mention the various types of protests relating to sit-ins. The clues were clearly stated in the sources, but learners did not use the sources to extract the information. The Home Language candidates were successful in answering this question. Some learners gave background information relating to the CRM. Candidates wrote directly from the sources.  Candidates are guilty of writing the paragraph in bullet form. | |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Teachers must use a variety of sources when doing informal tasks, this will give learners more exposure on how to properly answer the level 2 and 3 type questions. Informal tasks given to learners must have case studies that will integrate the grade 11s work since grade 11s were disadvantaged in 2020 due to the Covid pandemic. The grade 11 syllabus coverage was curtailed in 2020 which hampered the current grade 12s ability to sit for a full-scale exam. Therefore, full-scale exams (June exams) should be implemented for both grades 11 and 12 candidates in 2022. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| * Extraction from the sources - single words, phrases, sentences. Candidates are writing two or more sentences instead of extracting the relevant information related to the question. * Allocation of marks – learners do not look at the number of facts required for e.g., when comparing sources, the mark allocation is 2x2 = (4) Candidates write one comparison, thus losing 2 marks. * The candidate struggle with answering level 2 and 3 questions. * Paragraph writing remains a challenge since learners write verbatim from sources. |
| * Educators should reinforce the various skills required to answer Level 1, 2 and 3 questions on a regular basis. When doing sources, teach the relevant **source skills** first, before attempting to answer the question. * The question regarding the paragraph should be rephrased by our NSC examiners to: **In your own words,** using the information in the relevant sources and your own knowledge, write a paragraph of about Eight lines (about 80 – 100 words) explaining … (to the end of the question). |