Shape

Description automatically generated with low confidence

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

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

|  |  |
| --- | --- |
| **SUBJECT** | **HISTORY** |
| **PAPER** | **2** |
| **DURATION OF PAPER:** | **3 HOURS** |

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

|  |
| --- |
| Learners were determined to pass. Overall they managed to write THREE questions and many of them wrote TWO essays and ONE source-based question. In the essay questions Candidates managed to take a stance, sustain the line of argument and draw a clear conclusion. A number of the candidates managed to get full marks in the essays. The number of candidates answering Question 6 is in the increase and they are scoring good marks in that question. Candidates performed better in Question 5 this year as compared to the past 3 years where it was not easy for them to sustain the line of argument. The candidates choose essay questions that they were comfortable with and these included all the THREE essays. |
| Teachers are to be commended on making sure that the candidates have a wide scope to |
| choose from. |
| Paragraph writing is still a challenge for the learners. Some of them just copy the sources |
| directly and some write in point form. They do not provide own knowledge. |
| Source-based Questions-Level 3 questions are still a challenge to most of the learners. All THREE |
| source based questions had a question on comparison of sources and they had the lowest |
| performance in this question. Some got 2 out of 4 marks whilst the majority got 0. Another |
| Level 3 question was Usefulness, Reliability or Limitations, the candidates fared badly in these |
| questions. In some cases, they even change the question, e.g. question 3.3.5 asks about |
| Limitations, some candidates write the source is Useful and respond as such. |
| Source –Based questions-Question 2 was the mostly popular question, followed by question 3 |
| then question 1. |
| Question 1-Most candidates who answered this question got good marks. |
| Question 2-The candidates who answered this question got good marks |
| Question 3-Quite a number of candidates answered this question, the marks were not bad |
| as it focused on a contemporary issue of Covid 19. |
| Essay questions-The most popular question was question 4, followed by question 5 then |
| Question 6. |
| Question4-This question was enjoyed by candidates as they understand Steve Biko and the |
| BCM very well. |
| Question 5-Candidates scored more in this question this year. |
| Question 6-Candidates scored good marks in this essay, and they were able to link |
| Gorbachev’s reforms to the co-operation between the NP and the ANC from 1989 |

**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 well answered by the majority of the candidates, but candidates still struggle to answer some Level 2 and Level 3 questions. The paragraph continues to pose a challenge to the candidates.  Question 1.1.4 Candidates managed to extract the first answer from the source and could not provide a second answer.  1.2.3 Candidates struggled to explain the meaning of Boesak’s statement.  1.3.1 candidates struggled with this question because they wrote that the words were asking “blacks “not to vote.  1.5.2 Explaining the term Boycott in the context of the UDF’s reaction to the elections of the Tricameral was difficult for the candidates, they explained it in general terms.  1.5.3 candidates could not understand the link between the United State Department and Botha’s reforms, so they failed to give correct answers. |

|  |
| --- |
| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Candidates could not answer the question on the reliability of the source. Comparison of sources in question 1.4 also proved to be a challenge, candidates did not compare they just wrote one point about each source and these were not related. Another issue is that candidates do not read what is supposed to be compared in the two sources hence they just write unrelated points about the sources. Explaining terms in context is also a challenge for candidates as they give a general definition of terms. Question 1.6 the paragraph was also poorly answered by the candidates. Some candidates just copy sources as they are, and some write in point form.  Language barrier also contributed to poor performance in the question. Question 1.5.3  Some candidates did not understand what “endorsed” meant and so their responses were  Irrelevant. |
| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| At the beginning of each theme the teachers should start with the definition of concepts. The  difference in how definition is asked should be highlighted to the learners e.g., 1.1.3  define the term in your own words is different from 1.5.2 Explain the term in context.  Some Level 2 and Level 3 questions ask “regarding…”, teachers must train the learners to read the whole question thoroughly to see what it refers to e.g. 1.2.4 .The concepts must be applied throughout the theme so that the learners can understand them in context and be able to apply them. Learners should be exposed to as many sources as possible in a topic.  Sources are also compared “regarding” a certain thing, learners must be taught to read and understand what is being compared between sources before answering. Very basic examples can be used to show the learners this.  More exercises must be provided to learners on the following questions: interpretation explanation, usefulness, reliable, limitations, comparisons and definitions.  Educators needs to explain the mark allocation to learners.  It is important to provide learners with the rubric for paragraph writing and also to explain to them how the mark allocation works.  Development of close relationship between Language teacher and History teacher so that the language educator can help with paragraph writing.  Teacher development is very important especially content gap and assessment workshops. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| LEVEL 2 QUESTIONS: MOSTLY INTERPRETATION QUESTIONS  Candidates are under the impression that the answers to the question will be in the relevant  sources. They treat the questions as Level 1 questions and extract their answers verbatim from  the sources. Candidates should be encouraged by the teachers to look for the answer  “outside the box”. A thorough knowledge of the relevant topic is required to answer these  Level 2 questions.  Learners have a tendency of just copying the sources as they are in the paragraph and not  acknowledge the sources where as they were supposed to use their own knowledge |

|  |
| --- |
| **QUESTION 2** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Question well answered to poor. This was the second most popular question but some learners struggle with Level 2 and Level 3 questions. It is clear that learners struggle to understand case studies. Learners struggle to explain the concept “amnesty” in own words.  The paragraph continues to pose a challenge to candidates.  When it comes to Level 2 questions (interpretation) , learners will write or copy information from the sources.  Question 2.1.5 candidates lost marks in this question because they responded on why the Human rights committee investigated the human rights abuses and did not answer as to why They chose to investigate the human rights abuses of 1960 to 1994.  2.2.2 some candidates lost marks in this question because they viewed the words as also directed at the perpetrators so that they may feel guilty and confess.  2.3.2 some candidates could not explain why Coetzee implicated the ANC cadres.  2.3.3 most candidates are able to answer Useful now though some still find it difficult.  2.4 Comparing sources is still a challenge to candidates. |

|  |
| --- |
| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| The TRC deals with different case studies and each Examination uses a new case study so  the candidates can really prepare the case study. The paragraph is always a challenge for  The candidates, they just copy the sources, some even write it in point form.  Level 3 questions i.e. 2.4 comparison of sources was a challenge. Candidates just wrote 2  points about source 2B and one point about source 2C without looking at what they are  supposed to compare, they ignored “regarding …”  2.2.2 In analysing this poster candidates included Blacks in the call to boycott the  Tricameral elections whilst the Blacks were never invited to vote in those elections. It was also  Difficult for the candidates to explain exactly why the Mxenge family was unhappy, they  Just got personal and explained how bad what happened to Griffiths Mxenge was. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| LEVEL 2 QUESTIONS: MOSTLY INTERPRETATION QUESTIONS |
| Candidates are under the impression that the answers to the question will be in the relevant sources. They treat the questions as Level 1 questions and extract their answers verbatim from the sources. Candidates should be encouraged by the teachers to look for the answer “outside the box”. A thorough knowledge of the relevant topic is required to answer these Level 2 questions.  Learners have a tendency of just copying the sources as they are in the paragraph and not acknowledge the sources whereas they were supposed to use their own knowledge. |

|  |
| --- |
| **QUESTION 3** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The question was well answered by the majority of the candidates but candidates still struggle  to answer some Level 2 and Level 3 questions. The paragraph continues to pose a challenge  to the candidates.  The question was very fair and easy for the candidates to answer e.g. 3.1.4 this was a level 2  question with 4 marks but both answers were available in the source.  3.3.5 Candidates struggled to answer this question about Limitation, very few learners  managed to get a correct answer for this question. Some even changed the question to Useful, it seems they were never taught Limitations at their centres.  3.4.2 Candidates could not use visual clues to answer this question.  3.5 Comparing sources is still a problem, candidates managed to at least get half the marks. |
| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Candidates could not answer the question on Limitations. Comparison of sources is still a challenge. Candidates do not read the last part which indicates exactly what to compare indicated by “regarding”.  The use of visual clues to answer a question was also a problem and candidates just provided answers without the support of visual clues. |

|  |
| --- |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| At the beginning of each theme the teachers should start with the definition of concepts. The difference in how definition is asked should be highlighted to the learners e.g. 3.1.3 define the term in your own words is different from 3.2.2 Explain the term in context.  Some Level 2 and Level 3 questions ask “regarding …”, teachers must train the learners to read the whole question thoroughly to see what it refers to e.g. . The concepts must be applied throughout the theme so that the learners can understand them in context and be able to apply them. Learners should be exposed to as many sources as possible in a topic.  Sources are also compared “regarding” a certain thing, learners must be taught to read and understand what is being compared between sources before answering. Very basic examples can be used to show the learners this.  More exercises must be provided to learners on the following questions: interpretation explanation , usefulness , reliable, limitations, comparisons and definitions.  Educators needs to explain the mark allocation to learners.  It is important to provide learners with the rubric for paragraph writing and also to explain to  them how the mark allocation works.  Development of close relationship between Language teacher and History teacher so that  the language educator can help with paragraph writing.  Teacher development is very important especially content gap and assessment workshops. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| LEVEL 2 QUESTIONS: MOSTLY INTERPRETATION QUESTIONS  Candidates are under the impression that the answers to the question will be in the relevant sources. They treat the questions as Level 1 questions and extract their answers verbatim from the sources. Candidates should be encouraged by the teachers to look for the answer “outside the box”. A thorough knowledge of the relevant topic is required to answer these Level 2 questions.  Learners have a tendency of just copying the sources as they are in the paragraph and not acknowledge the sources whereas they were supposed to use their own knowledge |

|  |
| --- |
| **QUESTION 4** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Question answered from poor, average and excellent. Some centres did very well but others  did poorly. The memorandum was problematic for teachers to interpret because of the fact that it  didn’t correspond with the learning material they provided for the learners.  This was a popular question 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.  The candidates struggle to write a proper introduction and to maintain the line of argument.  Candidates only provides the evidence without critically discussion the question. Some of the  candidates sometimes just rewrite the question as their introduction. Most of the candidates  do have knowledge of the content but lack critical thinking.  Most of the candidates did not include in their answer the following bullets: Mobilisation  through Labour and Mobilisation through the media.  Some candidates write a generic argument and do not have control over the content. They  simply write the question as a line of argument at the end of each paragraph.  Some of the candidates also used subheadings in the answer. |

|  |
| --- |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Teachers need to develop learning material according the Marking Guidelines of the November/December 2021 examination.  Teachers need to provide learners with different questions on Steve Biko and BCM so that they can practice how to write an introduction and a conclusion.  Teachers needs also to explain the three different types of essay questions (to what extent , critically discuss and do you agree) and asked the learners to develop a line of argument based on these three type of essay questions.  Learners needs to practice and needs to understand that they must at all times take a stance in answering an essay question.  Regular essay tests is also a good practice. Teachers also need to use video’s to help the learners understand the topic. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
|  |
| Many candidates are provided prepared essays and as such do not write the correct line of argument in their answer. Some of the candidates just take a stance but do not write a proper introduction. |
| Language barriers especially English FAL candidates struggle to express themselves proper.  In some centres most of the candidates failed and it seems that no teaching and learning  took place. |

|  |
| --- |
| **QUESTION 5** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Candidates’ performance range from poor to excellent depending on the centre.  This was a popular question with the candidates and they do score 50 marks in this question although it is perceived as a difficult topic.  (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.  The candidates didn’t understand the following concepts: compromise and commitment.  Very poor in developing a line of argument.  Some candidates had a prepared essay which refer to the leadership of Nelson Mandela And F.W. De Klerk.  Other candidates have a tendency of repeating the same statement at the end of each paragraph although it doesn’t develop a line of argument based on the PEEL method for example : Commitment and compromise played key roles to a great extent in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.  Candidates also use point form and headings in their answer which has a negative impact on their presentation.  There is too many questions in this topic and it is difficult for the candidates to develop a line of argument. Some candidates use the opposite stance: lesser extent but the content refer to a great extent. |

|  |
| --- |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| This question needs to have more guidelines and focus around the question as the scope of the question is very broad and as a result many teachers don’t teach the topic and the do not encourage learners to answer this question.  Teachers need to provide the learners with the different type of questions in this topic which is based on violence or negotiations. Leaners needs to practice in writing the introduction and conclusion of the different types of questions.  Regular essay tests to assess the learner’s knowledge of this topic is very important.  The use of video’s is very important in this topic because it would help to stimulate and help the learners to understand the topic.  Learners need to analyse the question before answering the question for example: Underlying the key words in the question and also looking at the dates-framework. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners tend not to take a stance using the statement provided but they take a stance  based on a question that they have dealt with during the year at school for example Violence that derailed the negotiation process or leadership.  Some candidates tend to start their essay from Gorbachev’s reforms as their introduction.  Candidates also concentrate on writing a lot of background information that have nothing to do with the essay for example when Nelson Mandela was release he travel to different countries. Some candidates use “Yes I agree” as a stance for “To a great extent”/’;.  Some of the candidates copy the information from the sources as an answer.  Some of the candidates do not take a stance or write an introduction or conclusion.  Some candidates write a narrative essay instead of an essay based on a line of argument. |

|  |
| --- |
| **QUESTION 6** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Poor to average and excellent. It is clear that more schools are teaching this topic in the schools. It is also easy for candidates to score full marks in this essay.  Some of the candidates do struggle to link the fall of communism with the impact it had on the end of apartheid in 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.  Candidates struggle to link the fall of communism with the end of apartheid in South Africa.  They also struggle to explain the balance of power between the NP and the West and on the other hand the balance of power between the ANC and the USSR.  They struggle to explain the relationship between the ANC and the USSSR, the NP and the West before and after the collapse of communism.  They fail to explain the Fall of the Berlin Wall as an important event in the collapse of Communism.  Candidates struggle to explain the impact of the role of events in Southern Africa for example The Battle of Cuito Cuanavale and the independence of Namibia.  Some of the candidates cannot link the fall of communism with the political changes in South Africa. |

|  |
| --- |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| It is important for the teachers to explain to the learners that the balance of power forms the main part of this essay. The line of argument is link with the historical evidence in the essay.  Leaners need to explain how the fall of communism influence the political changes in South Africa.  (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.  Some of the candidates only focus on the reforms of Gorbachev and do not mention the impact on the ending of Apartheid in South Africa.  They cannot link the fall of communism with the impact on the ending of apartheid.  Some centres provided prepared essays for learners and they totally misinterpret the line of argument.  Candidates could not link the Battle of Cuito Cuanavale and the independence of Namibia with the end of apartheid. |