



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1×	2	3
DURATION OF QUESTION PAPER	3 hrs		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	04/12/2023—19/12/2023		

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

The majority of the learners answered THREE questions, very few learners wrote only TWO questions. In the source-based questions the learners achieved average marks because of the challenge of answering L2 and L3 questions. They are still battling with the paragraph question. Learners struggled with question 1 compared to 2 and 3. With the essays the candidates struggled with question 4 than question 5 and 6.

The performance of the learners has improved compared to the performance of the past 3 years, 2020—80%

2021—81%

2022—80.4%

2023—expected 82 %.

The candidates managed to get moderate marks in the paper, with the majority of learners placed between Level 2 and level 5. The number of level 6s and 7s has increased in 2023. The increase in the number of level 6s and 7s is an indication of improved quality.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Most candidates struggled with this question and ultimately their marks ranged between average and poor with a few exceptions. Candidates are still struggling with the level 3 questions.</p> <p>Learners scored marks mostly from the extraction questions though some fail to include the key part of the sentence. Some candidates interpret or paraphrase and this makes them lose marks because the skill of extraction is being assessed. The definition of concepts in the context is still a challenge for some learners. Level 2 questions like 1.1.4 comment on the implications was not easy to answer, the tendency is to want to extract from the source whilst responding to a Level 2 question.</p> <p>The following level 3 questions also posed a challenge.</p> <p>Question 1.3.4 Candidates struggled to answer this question, many of them got a zero or 2 for this question. Candidates could not comment on the limitations of the source.</p> <p>Question 1.4 Candidates were unable to compare the sources and identify how they differ from each other.</p> <p>Question 1.6 Writing a paragraph is still a challenge. Learners continue to just extract from the sources instead of using the information from the relevant sources to answer the question. Candidates who answered question 2 and 3 in the source-based questions scored better marks than those who wrote question 1.</p>
<p>(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Extraction –Learners lost marks because of leaving out the key section in their extraction</p> <p>1.2.4 some candidates in their extraction left out the last part which is in the answer-Berlin be fully restored. When extracting a sentence, the learners must write it in full to avoid this mistake. Level 2 questions need interpretation so learners must not extract from the source, they must use their own words when responding.</p> <p>1.2.5 Learners just extracted the same statement from the source and they lost marks because of that.</p> <p>Limitations of the source</p> <p>1.3.4 Limitations-learners refer to everything that is not in the source as a limitation and this is not the correct way to answer limitations, learners should rather look at biasness, being one-</p>

sided etc.to determine limitations.

Comparison of sources

1.4 Learners need to check first whether the sources differ or support each other before answering. You can't say Both sources if you are looking at how they differ from each other. Secondly when you compare you look at 2 sources so the response must state something about each source, not only once. Lastly what are you comparing? refer to the same thing in both sources.

Here we are looking at the reasons for remaining in occupation of Berlin by USA and by Soviet Union. This means one response will give a reason for both USA and Soviet Union for it to be complete and that is 2 marks. A second response is needed again referring to both to get the second 2 marks.

Interpretation of visual sources.

1.5.1 Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

Learners can't just respond to this question by –Britain, France and USA watching Soviet Union –it must be in the context of the Cold war.

Question 1.6 Paragraph

Paragraph questions are always the same as the key question so the learners must be taught to read and understand the key question before answering the questions. A paragraph has TWO pillars-information from the relevant sources and your own knowledge. A paragraph question instructs the learner to use the information from the source to answer not to extract information from the source. Paragraph writing is a level 3 question not a level 1 question, learners must be encouraged to use own words. Learners must be taught the correct format of a paragraph-it must not be in point form or with bullets because the learners lose marks for an incorrect format. Learners must avoid writing one point and explain that one point in the whole paragraph.

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

The different skills must first be explained to the learners in the simplest terms, with simple examples. Then one skill is selected and the learners are provided with all the action verbs for that skill e.g. for extraction we have-what according to the source, List, quote etc. The next step is to use as many sources as possible for practicing the skill. A skill can be tested in the informal task for the whole week

One or two questions can be a homework each day then just before the lesson the following day the homework is quickly marked. A homework can be One extraction question –List THREE countries from that made up the European Advisory board.

Comparing of sources must be explained with very simple examples to show –support each other or differ from each other, Attention must always be paid to-regarding, otherwise you will compare what you do not need to compare.

Paragraph questions are always the same as the key question so the learners must be taught to read and understand the key question before answering the questions. A paragraph has TWO pillars-information from the relevant sources and your own knowledge. A paragraph question instructs the learner to use the information from the source to answer not to extract information from the source. Paragraph writing is a level 3 question not a level 1 question, learners must be encouraged to use own words. Learners must be taught the correct format of a paragraph-it must not be in point form or with bullets because the learners lose marks for an incorrect format. Learners must avoid writing one point and explain that one point in the whole paragraph.

Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

Learners can't just respond to this question by –Britain, France and USA watching Soviet Union –it must be in the context of the Cold war

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Written tasks can never be enough for a history learner. Teachers must let the learners write many tasks to practice writing clear statements and coherent arguments. Topic tests are a good strategy to consolidate knowledge and skills before the formal assessment.

QUESTION 2

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

Few candidates attempted this question and those that did managed to get average marks for it. Candidates are still struggling with the level 3 questions.

Learners scored marks mostly from the extraction questions though some fail to include the key part of

the sentence. Some candidates interpret or paraphrase and this makes them lose marks because the skill of extraction is being assessed. The definition of concepts in the context is still a challenge for some learners. Level 2 questions like 2.2.2 comment on the implications was not easy to answer, the tendency is to want to extract from the source whilst responding to a Level 2 question.

The following level 3 questions also posed a challenge.

Question 2.3.4 Candidates struggled to answer this question, many of them got a zero or 2 for this question. Candidates could not explain the usefulness of the source.

Question 2.5 Candidates were unable to compare the sources and identify how they differ from each other.

Question 2.6 Writing a paragraph is still a challenge. Learners continue to just extract from the sources instead of using the information from the relevant sources to answer the question.

Candidates who answered question 2 and 3 in the source-based questions scored better

marks than those who wrote question 1.

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

Extraction –Learners lost marks because of leaving out the key section in their extraction

2.3.1 some candidates in their extraction left out some parts of the sentence- When extracting a sentence, the learners must write it in full to avoid this mistake.

Level 2 questions need interpretation so learners must not extract from the source, they must use their own words when responding.

2.1.4Learners just extracted the same statement from the source and they lost marks because of that

Comparison of sources

2.5 Learners need to check first whether the sources differ or support each other before answering. You can't say Both sources if you are looking at how they differ from each other.

Secondly when you compare you look at 2 sources so the response must state something about each source, not only once. Lastly what are you comparing? refer to the same thing in both sources.

Here we are looking at how the sources support each other regarding the approach followed by the three nationalist movements. Here the candidate can say Both sources for 2 marks or quote the 2 sources for another 2 marks.

2.2.1 Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

Learners can't just respond to this question by –the picture of soldiers of MPLA. Learners also can't extract the caption to answer the interpretation of this visual source.

Question 2.6 Paragraph

Paragraph questions are always the same as the key question so the learners must be taught to read and understand the key question before answering the questions. A paragraph has TWO pillars-information from the relevant sources and your own knowledge. A paragraph question instructs the learner to use the information from the source to answer not to extract information from the source. Paragraph writing is a level 3 question not a level 1 question, learners must be encouraged to use own words. Learners must be taught the correct format of a paragraph-it must not be in point form or with bullets because the learners lose marks for an incorrect format. Learners must avoid writing one point and explain that one point in the whole paragraph.

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

The different skills must first be explained to the learners in the simplest terms, with simple examples. Then one skill is selected and the learners are provided with all the action verbs for that skill e.g. for extraction we have-what according to the source, List, quote etc. The next step is to use as many sources as possible for practicing the skill. A skill can be tested in the

informal task for the whole week

One or two questions can be a homework each day then just before the lesson the following day the homework is quickly marked. A homework can be One extraction question –List THREE countries from the source that made up the European Advisory board.

Comparison of sources must be explained with very simple examples to show –support each other or differ from each other, Attention must always be paid to-regarding, otherwise you will compare what you are not required to compare.

Paragraph questions are always the same as the key question so the learners must be taught to read and understand the key question before answering the questions. A paragraph has TWO pillars-information from the relevant sources and your own knowledge. A paragraph question instructs the learner to use the information from the source to answer not to extract information from the source. Paragraph writing is a level 3 question not a level 1 question, learners must be encouraged to use own words. Learners must be taught the correct format of a paragraph-it must not be in point form or with bullets because the learners lose marks for an incorrect format. Learners must avoid writing one point and explain that one point in the whole paragraph.

Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Written tasks can never be enough for a history learner. Teachers must let the learners write many tasks to practice writing clear statements and coherent arguments. Topic tests are a good strategy to consolidate knowledge and skills before the formal assessment.

QUESTION 3

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

Most candidates scored better marks in this question than in question 1 and 2.. Candidates are still struggling with the level 3 questions.

Learners scored marks mostly from the extraction questions though some failed to include the key part of the sentence. Some candidates interpret or paraphrase and this makes them lose marks because the skill of extraction is being assessed. The definition of concepts in the context is still a challenge for some learners. Level 2 questions like 3.1.3 comment on what is meant by the statement, the tendency is to want to extract from the source whilst responding to a Level 2 question.

The following level 3 questions also posed a challenge.

Question 3.3.3 Candidates struggled to answer this question, many of them got a zero or 2 for this question. Candidates respond to Reliability.

Question 3.5 Candidates were unable to compare the sources and identify how they support each other.

Question 3.6 Writing a paragraph is still a challenge. Learners continue to just extract from the sources instead of using the information from the relevant sources to answer the question. Candidates who answered question 2 and 3 in the source-based questions scored better marks than those who wrote question 1.

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

Extraction –Learners lost marks because of leaving out the key section in their extraction

3.1.1 some candidates in their extraction left out important parts of the answer -When extracting a sentence, the learners must write it in full to avoid this mistake.

Level 2 questions need interpretation so learners must not extract from the source, they must use their own words when responding.

3.1.4 Learners just extracted the same statement from the source and they lost marks because of that.

Comparison of sources

3.5 Learners need to check first whether the sources differ or support each other before answering. You can't say Both sources if you are looking at how they differ from each other. Secondly when you compare you look at 2 sources so the response must state something about each source, not only once. Lastly what are you comparing? refer to the same thing in both sources.

Here we are looking at the treatment of the Freedom Riders. A candidate can say Both sources for 2 marks. A second response is needed again referring to both sources to get the second 2 marks.

Interpretation of visual sources.

Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

3.2.1 Learners didn't understand the source and just assumed it was the Black-Americans who burnt the bus.

Question 3.6 Paragraph

Paragraph questions are always the same as the key question so the learners must be taught to read and understand the key question before answering the questions. A paragraph has TWO pillars-information from the relevant sources and your own knowledge. A paragraph question instructs the learner to use the information from the source to answer not to extract information from the source. Paragraph writing is a level 3 question not a level 1 question, learners must be encouraged to use own words. Learners must be taught the correct format of a paragraph-it must not be in point form or with bullets because the learners lose marks for an incorrect format. Learners must avoid writing one point and explain that one point in the whole paragraph.

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Visual sources must be interpreted in the context of the historical event or period depending on the key question linked to the source.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Written tasks can never be enough for a history learner. Teachers must let the learners write many tasks to practice writing clear statements and coherent arguments. Topic tests are a good strategy to consolidate knowledge and skills before the formal assessment.

QUESTION 4

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

Many learners attempted this Essay and mostly their marks were average to poor. There were very few learners who managed to get a level 7 for this question. The question was critically discuss and the learners were unable to put a balanced argument. In all the past years Vietnam was a straight forward question with –to what extent or do you agree. The learners could easily write the Essay and support the stance taken but when it was critically discussed it disorientated them. They did however have the content related to the topic though their presentation was not up to standard.

(b) Why were the questions poorly answered? Also provide specific examples, indicate

common errors committed by learners in this question, and any misconceptions.

Learners were unable to critically discuss the statement that was given and so their arguments were not balanced. Secondly the question was specific to the period between 1663 and 1975, learners wrote very long backgrounds and shorter relevant content. Some candidates did not discuss the points, they merely listed them. Most candidates could not maintain a line of argument in the Essay. The introduction and conclusion were not properly contextualized

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

Learners should be trained on how to discuss an Essay that requires them to critically discuss. It is important to teach the learners chronology of events and the years in which the different strategies were implemented so that they are able to select the relevant content according to the time frames given in the question.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The learners still need to be trained to use PEEL method when they are writing Essays. Each part of the Essay needs attention so that the learners are able to write it-Introduction and conclusion need to be emphasized so that learners do not loose marks.

QUESTION 5

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

Learners performed better in this question because it was a straight forward agree or disagree. Some candidates took a stance but the content supported a different stance. This did not disadvantage them too much because it was only the stance that was penalised as incorrect. There were few learners who answered this question and their scores were between level 3 and 7.

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

This Essay has a lot of content but some learners did not discuss it, they just mentioned the facts. The line of argument was not maintained throughout the Essay. The introduction and the conclusion were not properly contextualised by some learners.

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

Learners should be trained on how to discuss an Essay that requires them to critically discuss. It is important to teach the learners chronology of events and the years in which the different

strategies were implemented so that they are able to select the relevant content according to the time frames given in the question.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The learners still need to be trained to use PEEL method when they are writing Essays. Each part of the Essay needs attention so that the learners are able to write it-Introduction and conclusion need to be emphasized so that learners do not lose marks.

QUESTION 6

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

Learners performed better in this question than in question 4 and 5, they took a stance and they supported it. This was the most popular question and the learners did well in this Essay. There are some learners who are not discussing the points they write, they just list them and do not maintain the line of argument taken in the introduction.

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

This Essay has a lot of content but some learners did not discuss it, they just mentioned the facts. The line of argument was not maintained throughout the Essay. The introduction and the conclusion were not properly contextualised by some learners.

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

Learners should be trained on how to discuss an Essay and support their line of argument. Learners should be trained to use the PEEL method when they are writing essays. Introduction and conclusion should form part of the informal tasks done weekly so that the learners will get used to writing them properly.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The learners still need to be trained to use PEEL method when they are writing Essays. Each part of the Essay needs attention so that the learners are able to write it-Introduction and conclusion need to be emphasized so that learners do not lose marks.