



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1	2 (X)	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	04 – 21 DECEMBER		

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

<p>The general Performance of candidates on the History paper 2 in November 2023 NSC examinations were just above average. This means that there are centres that performed very well and above average whilst others performed poorly. The new cognitive demand as stipulated by the CAPS document assisted some candidates with the source based questions. Looking at the questions chosen, as many candidates chose two essays and one-source based question. This was to their advantage as it is easier to get a pass mark when they mark 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 get average to full marks.</p> <p>The overall performance of part-time candidates was overall poor, with a few exceptions.</p>
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SECTION 2: Comment on candidates' performance in individual questions

SECTION A QUESTION 1
Average Performance: 33.83%
Performance Range: 18% - 46%
(a)General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
1.1.1 Candidates were able to extract evidence from the source and could score the one (1) mark.
1.1.2 This question overall was very poorly answered and candidates could not interpret the meaning of the question, losing the TWO (2) marks.

1.1.3 Most candidates could define the concept and could score the TWO (2) marks.
1.1.4 Adequately answered as most candidates struggled to interpret the Level Two (2) question and could only score TWO of the 4 marks.
1.2.1 adequately answered is most candidates could score two of the four marks.
1.2.2 well answered. Candidates were able to extract the evidence from the poster as the answers were on the visual source and could score the full two marks.
1.2.3 Adequately is the response is the most candidates could score 2 of the 4 marks.
1.3.1 poorly answered, although the extraction of phrasing of the question made it difficult for candidates to score the 2 marks.
1.3.2 well answered, candidates were able to extracts the evidence from the source.
1.3.3 this question was overall poorly answered and candidates could not interpret the level 2 question and could not obtain the 2 marks
1.3.4 poorly answered, as candidates could not define the concepts in the context historical theme and lost the 2 marks.
1.4.1 Well answered. Candidates were able to extract the evidence from the source
1.4.2 Well answered, candidates scored the 3 marks.
1.4.3 Poorly answered as most candidates could not explain the statement and were perceived as a difficult level 2 question losing the 2 marks.
1.4.4 adequately answered candidates could score two of the 4 marks.
1.5 adequately answered, candidates could score two of the 4 marks. This is a huge improvement in the answering of the level 2 questions in comparison with past exam.
1.6 adequately answered most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • candidates struggled to answer question 1.1.4, 1.2.3 and 1.4.3.
<ul style="list-style-type: none"> • candidates were also challenged with the statement questions and scored 0 or only 2 marks out of the 4 marks.
<ul style="list-style-type: none"> • Answering of the paragraph questions remain a big challenge as candidates are verb timely taking the information from the source and level own knowledge is required by the most.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers should incorporate more level 3 type questions in classroom activities.
<ul style="list-style-type: none"> • Possible concepts should be given to candidates at the beginning of a new topic.
<ul style="list-style-type: none"> • Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the Cold War.
<ul style="list-style-type: none"> • More compulsory informed tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.

- Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
- Use question papers to practice answering of level 2 and 3 questions as part of informed assessment. When intervention classes are implemented by teachers , they need to explain the different levels of source-based questions separately and give report back to the learners on a regular basis in the form of marking the scripts of learners
- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
- Do as much practice on the paragraph writing skill. It must not be directly quoted form the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

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

- Many learners are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type questions and inadequate interpretive skills from learners.
- Determining the limitations of a source : Candidates struggled to answer this question and its is clear that teachers needs to teach candidates how to answer this question based on bias (one-sided approach/subjectivity) and the negative language used in the source.
- Candidates struggled to interpret Level 2 questions –writing the answers in their own words. Candidates used Level 1 skills (extraction) to answer Level 2 questions.
- Allocation of marks-learners do not look at the number of facts required for e.g. when the Level 1 question is (2 X1 =2) it means two different facts , one mark each. Candidates interpret it as (1 x 2=2) which means one fact , two marks each.
- The candidates could not answer the concept “nationalization” and “sanctions” and this is because it was not reinforced in Grade 11 and in Grade 12..
- Candidates do not understand the concept Bill-they think that it is a bill that has to be paid at the municipality.

Question 2

Average Performance: **46.67%**

Performance Range: **25% - 63%**

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

2.1.1 Well answered as candidates were generally able to extract evidence from the source and obtain the full marks.
2.1.2 majority of the candidates could define the term and scored the 2 marks.
2.1.3 Poorly answered as most candidates could not interpret the answer of this L2 question
2.1.4 Generally poorly answered as candidates are still struggling to answer the implication of statement questions. Most extracted the answer directly from the addendum.
2.1.5 candidates could not score this extraction question causing to only obtain one (1) mark.
2.2.1 well answered candidates were able to extract the evidence the from the source.
2.2.2 adequately answered, as most candidates could link the term in the context with the topic of the road to democracy.
2.2.3 poorly answered, most candidates could not answer the level 2 interpretation question.
2.2.4 well answered all candidates received the one (1) mark.
2.3.1 poorly answered as most candidates do not understand the meaning of the used significance.
2.3.2 adequately answered. Most candidates could score 2 of the 4 marks, the meaning of the word implicated a challenge for them to obtain the full 4 marks.
2.4.1 Well answered candidates were able to extract the relevant evidence from the source.
2.4.2 adequately answered, although it is a level 1 extraction question many candidates could not score the mark, due to the wording of the question which might have caused some confusion.
2.4.3 Adequately answered as many candidates who has interpretation skills could answer the question, but the weaker learners were unable to answer the interpretation question.
2.4.4 Well answered, most candidates could identify the reliability of the source, many scored the full 4 marks. This is a huge improvement in comparison with previous exam papers.
2.5 most candidates could not effectively compare the source but obtain two (2) of the four (4) marks
2.6 adequately answered most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.
(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates could not answer 2.1.3 because they could not comprehend the reason why black South Africans need to asked the perpetrators for explanations about the past instead of the NP. The thought that this was the function of the TRC to find the truth of the past from the NP.
<ul style="list-style-type: none"> • The candidates could not answer 2.1. 4 , 2.3.1 and 2.3.2. The key words "significance" and implication confused the second and third language candidates. This also relates to the fact that candidates cannot interpret visual sources or use the visual clues to answer the question.

<ul style="list-style-type: none"> • Candidates struggled with level 2 and level 3 questions. The main reason being their inability to effectively apply their interpretive skills. The core reason for this being an inadequate level of understanding of the relevant content. A lack of content knowledge.
<ul style="list-style-type: none"> • Comparisons of sources : Candidates struggled to understand how the apartheid government avoided accountability during the TRC hearings. Teachers need to use previous question papers so that candidates can understand how to answer this type of questions. The use of the visual source first (visual clues) will help candidates to compare the two sources. Candidates use all four sources instead of the two specific sources in the question. • The visual clues –candidates literally refers to the characters in the visual source as “fishes” in their answers which makes it difficult to understand their responses.
<ul style="list-style-type: none"> • In paragraphs candidates answered in point form or wrote two to three different paragraphs instead of only one paragraph. Candidates also copy information from the sources verbatim without interpretation or source referencing.
<ul style="list-style-type: none"> • Candidates use their own numbering system when answering source-based questions.
<ul style="list-style-type: none"> • In Question 2.1.2. candidates confuse the concept Amnesty with Reconciliation.
<ul style="list-style-type: none"> • Some candidates wrote Question 2 in IsiXhosa HL
(c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> • Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material and exposing candidates to other sources such as documentaries and primary sources relating to the TRC
<ul style="list-style-type: none"> • Candidates should be exposed to the meaning of the words “significance” and “implications” or “implied”. The teachers need to provide Level 2 questions based on this type of Level 2 questions so that candidates understand how to answer this type of questions. Second and Third English FAL candidates struggled to interpret and answer to explain statements made by the different role players in the TRC. The use of previous question papers and ICT will definitely help with this because they will be exposed to the speeches and statements made by the different role players in the TRC.
<ul style="list-style-type: none"> • Teachers should incorporate more level 3 type questions in classroom activities.
<ul style="list-style-type: none"> • Possible concepts should be given to candidates at the beginning of a new topic.
<ul style="list-style-type: none"> • Comparisons of sources : Teachers need to use previous question papers so that candidates can understand how to answer this type of questions. The use of the visual source first (visual clues) will help candidates to compare the two sources.
<ul style="list-style-type: none"> • More compulsory informal tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.

<ul style="list-style-type: none"> Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
<ul style="list-style-type: none"> Use question papers to practice answering of level 2 and 3 questions as part of informed assessment.
<ul style="list-style-type: none"> Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
<ul style="list-style-type: none"> Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates' own words. Liaise with language teachers to assist learners.
<p>(d)Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> Many candidates are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type questions and inadequate interpretive skills from candidates. It is important for the Subject advisors to have workshops in their districts throughout the year. Subject advisors can also invite the Internal Moderator and the Chief Marker to discuss common problems they encountered in the marking process.
<p>Question 3</p>
<p>Average Performance: 27.17%</p>
<p>Performance Range: 17% - 37%</p>
<p>(a)General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<p>3.1.1 Poorly answered as candidates struggled to define the concept.</p>
<p>3.1.2 Well answered, candidates were able to extract evidence from the source and obtain the full marks.</p>
<p>3.1.3 poorly answered, candidates could not interpret the question.</p>
<p>3.1.4 poorly answered, candidates could not interpret the question.</p>
<p>3.2.1 The question was well answered and candidates were able to extract evidence from the source.</p>
<p>3.2.2 The question was generally answered on a adequately level, e.g. many misinterpreted the question literally and therefore could not secure the full marks.</p>
<p>3.2.3 poorly answered. most candidates could not interpret the statement given.</p>
<p>3.2.4 poorly answered as candidates could not define the term in the context.</p>
<p>3.3.1 Most candidates could not effectively interpret the question as it was a difficult level 2 question and has never been asked in previous question papers. Therefore they are losing all four (4) marks</p>
<p>3.3.2 Adequately answered. Many candidates were able to interpret the question.</p>

3.4.1 Poorly answered. Many candidates struggle to extract the information from source and lost the 2 marks.
3.4.2 Adequately answered, as most candidates obtained two (2) marks.
3.4.3 Well answered as most candidates could effectively extract the information from the source.
3.4.4 The question was generally answered on a adequately level 2 candidates obtain the 2 marks.
3.4.5 Adequately answered. Most candidates were able to score at least two 2 of the four (4) marks in the level 3 question.
3.5 Most candidates could not effectively compare the source the question required candidates to respond on.
3.6 adequately answered most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to FIVE (5) Marks out of the EIGHT (8) Marks.
(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates struggled a great deal with questions requiring the definition of historical concepts, such as questions 3.1.1, 3.2.4. The main reasons being linguistic barriers and a lack of understanding regarding the relevant content.
<ul style="list-style-type: none"> • Some candidates struggled to identify the usefulness of sources. The main reasons for this being an inadequate understanding of the content and unfamiliarity with these types of questions.
<ul style="list-style-type: none"> • Question 3.1.3 Candidates could not answer this question correctly due to them not having much background knowledge on the how powerful nations and financial institutions benefitted from the implementation of globalisation 'from above'
<ul style="list-style-type: none"> • Question 3.1.4. Candidates could not answer this question correctly due to a lack of background knowledge regarding how experiencing globalisation 'from below' would be of advantage to Africa.
<ul style="list-style-type: none"> • Question 3.2.2. Candidates could not answer this question correctly due to them not having much background knowledge on why assistance from the IMF and the World Bank was reluctantly accepted by some African countries.
<ul style="list-style-type: none"> • Question 3.2.3 Candidates could not answer this question correctly due a lack of background knowledge on the influence of the IMF and the World Bank on the shaping of Africa's economic structure.
<ul style="list-style-type: none"> • Question 3.3.1. Candidates struggled to interpret the visual source due to lack of knowledge and the fact that the school didn't cover this topic. The interpretation of visual sources is a problem candidates cannot see the symbolism in the source.

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

- Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material.
- Teachers should incorporate more level 3 type questions in classroom activities.
- Possible concepts should be given to candidates at the beginning of a new topic.
- Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the cold war.
- More compulsory informed tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
- Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
- Use question papers to practice answering of level 2 and 3 questions as part of informed assessment.
- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
- Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

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

- Candidates performance in this question is poor because of lack of knowledge .
- When teaching you need to start from Level 1 questions and then you move to Level 2 questions and then to Level 3 questions. Teachers need to expose learners to different types of sources for example visual , written sources as well as primary and secondary sources. Previous questions must be used frequently so that learners can familiarize themselves with the different types of questions.
- Learners need to be taught how to evaluate sources and should be taught how to write a paragraph and acknowledge the source.
- It is important for the teachers to study the Chief Markers report in the beginning of the year so that they can plan their lessons base on the findings of the examination in 2023.

SECTION B: ESSAY TYPE OF QUESTIONS

Question 4

Average performance = 60%

This is the most popular question. The response was average to good.
(a)General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
Observation is that Solid performance in essay format indicates a commendable ability to construct coherent historical narratives.
Some candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.
(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates agree with the statement of the essay question, but do not substantiate or explain their stance.
<ul style="list-style-type: none"> • Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
<ul style="list-style-type: none"> • Candidates wrote a lot of background information on the question rather than focusing on a line of argument.
<ul style="list-style-type: none"> • Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.
<ul style="list-style-type: none"> • Candidates do not substantiate the stance they take. The PEEL method is not being applied. Candidates do not link their response from the question posed.
<ul style="list-style-type: none"> • Candidates repeats the stance in the conclusion and sometimes introduce content information. • Some candidates have a language barrier and struggled with the content. • Some candidates wrote a descriptive essay.
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(c)Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers need to equip the skill of applying the PEEL method rather than writing prepared essays.(PEEL method)
<ul style="list-style-type: none"> • Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
<ul style="list-style-type: none"> • Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic
<ul style="list-style-type: none"> • Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.

<ul style="list-style-type: none"> • Use essay questions from previous question papers to exercise the different ways in which a question is asked, e.g. To what extent, Do you agree?, Critically discuss, etc.
<ul style="list-style-type: none"> • Candidates must work out their own essays so that they can become familiar with the content in the essay.
<ul style="list-style-type: none"> • Teachers should give guidance in the form of key words, in accordance with the marking guidelines.
<ul style="list-style-type: none"> • Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.
<ul style="list-style-type: none"> • Teachers to stop giving candidates too much background information on essay topics.
<ul style="list-style-type: none"> • Workshop should be held by subject advisor and focus on the use of symbols when marking, use of rubric with marking paragraphs essay.
<ul style="list-style-type: none"> • Bank of previous essay to be developed and used during training /developed workshops for teachers. Train learners in different approaches to answer the essay during extra classes and vacation classes.
<p>(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> • Question 4 was the second most popular essay question answered by candidates. Candidates generally demonstrated an understanding of the content relating to the question but struggled to use that content to construct a line of argument. • Teachers needs to give informal tests for learners on how to write an introduction and conclusion. • Candidates confuse Black Power Movement with Black Consciousness. • Candidates should not use headings in their essays.

<p>Question 5</p>
<p>Average performance = 58%</p>
<p>It was not a popular question. It was moderately answered.</p>
<p>(a)General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> • Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.
<ul style="list-style-type: none"> • Learners do not know how to take a stance if the question requires them to critically discuss.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate</p>

common errors committed by candidates in this question, and any misconceptions.
<ul style="list-style-type: none"> • Candidates could not take a proper stance with the critically discuss question.
<ul style="list-style-type: none"> • Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
<ul style="list-style-type: none"> • Candidates gave a genetic discussion and left out violence as requested by the question which is the focus.
<ul style="list-style-type: none"> • Candidates could not link the content to the question that was asked.
<ul style="list-style-type: none"> • Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.
(a) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> • Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
<ul style="list-style-type: none"> • Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
<ul style="list-style-type: none"> • Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.
<ul style="list-style-type: none"> • Different questions on this topic should be practised – extra classes and vacation classes. A question bank should be developed and made available to teachers
<ul style="list-style-type: none"> • Teachers should refrain from using only the bullets of the essay in the marking guidelines, but should consult other information used in the textbook to get a broader perspective on the topic because learners study bullets as it appears in the marking guidelines.
(b) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Question 5 was the least answered essay question. The primary reason been that candidates were not as well acquainted with the content in comparison to other essay questions.
<ul style="list-style-type: none"> • Teachers are not teaching this topic
Question 6
Average performance = 62%
Most candidates performed average to good and many obtained to answer this essay.
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.

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

- Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments. Candidates could not link their content to the question posed.
- Candidates wrote more background information on the question rather than focusing on a line of argument.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.

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

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
- Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.
- Teachers need to provide informal tests (writing of Introduction and conclusion) and informal tests based on the content of the essays.
- Teachers need also to provide learners with the different types of essay questions (three different line of argumentative essays) and various types of questions. This is to teach the learners how to answer ESSAY QUESTIONS and to move away from prepared essays. Teachers should focus on essay writing skills.

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

- Question 6 was the most commonly answered essay question. Candidates generally produced better marks for this essay question in comparison to other essay questions.