Province of the EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	PAPER	1	
DURATION OF QUESTION PAPER	3 HRS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	L. MOYAKE		
NAME OF THE CHIEF MARKER	T. HAKO		
DATES OF MARKING	28th NOV 2025- 13th DEC 2025		
HEAD OF EXAMINATION:	MR E.M. MABONA		

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

The general performance of candidates on the History P 1 Nov/Dec 2025 NSC examination is above average. There are some centres that are performing extremely beyond average. The cognitive demand as stipulated by the CAPS Document is assisting some candidates with the Source Based Questions as well as the Essay questions. It has been noticed that most of the candidates are choosing two essay questions and one source-based question. The candidates that choose two source-based questions and an essay are at a disadvantage and they are obtaining lower marks. Some of the candidates find English as a language barrier hence it is always difficult to get full marks. They are unable to interpret some of the questions.

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?**
Key Question: How did the policy of containment contribute to Cold war Tensions between the United States of America and the Soviet Union in 1947?

1.1

1.1.1 This question is an extraction as a result majority of the candidates are performing exceptionally well and are obtaining full marks.

1.1.2 Some of the candidates are unable to interpret the question properly and their responses are average to poor.

1.1.3 Majority of the candidates can define the concept *Iron curtain.*

1.1.4 Majority of the candidates have interpreted the statement relatively well.

1.1.5 Majority of the candidates can determine the reliability of the source and have explained it well.

1.2

1.2.1 (a)The candidates can explain the symbolic representation of the **Bear/ wolf** and their responses in this question are average.

   (b) Their responses are poor and it is a clear indication that they are unable to explain the symbolic representation of U.S Aid Hammer.

1.2.2 Some candidates seem not to understand the caption and their responses are average to poor.

1.3 Their responses are average and this indicates that some of the candidates struggle with comparing sources.

1.4

1.4.1 The candidates have performed well in this question as they have extracted the correct evidence from the source and majority of them have obtained full marks.

1.4.2 Majority of the candidates have obtained full marks in this question.

1.4.3 This is a clear extraction, and the candidates have performed very well and majority of them have received full marks.

1.4.4 The candidate's interpretation of '**Drive for European integration**' is relatively good and this is an indication of their knowledge on the topic.

1.5

1.5.1 Majority of the candidates have extracted the correct evidence from the source.

1.5.2. Majority of the candidates have quoted the correct information from the source, and they have obtained full marks.

1.5.3 The candidates have defined **satellite *states*** very well and have shown their clear understanding of the term when answering the question.

1.5.4 The interpretation of the evidence by the candidates has been average however, there are candidates that have performed well in the question.

1.6 The candidates have difficulties with paragraph writing and many of them only extracted information from the sources without showing their understanding of the content. It is evident that they are unable to explain how the policy of containment contributed to Cold War tensions.

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

Extraction of evidence from the source

In 1.5.1 Some candidates are failing to extract fully as a result they are losing marks.

Interpretation of visual source

1.2.1 (b) Candidate's explanation of the symbolic representation of **US AID Hammer** has been poorly answered. They cannot interpret the symbolic representation of the US aid hammer

1.2.2 They do not understand the appropriateness of caption '**what we're driving at'** and they have failed to furtherly explain the caption by interpreting the evidence correctly.

Paragraph writing

1.6 Paragraph writing is still a challenge to some of the candidates ,they cannot explain how the policy of containment contributed to the cold war tensions. Some are only extracting evidence from the sources without any understanding.

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

It is important that going forward the educators allocate time for each cognitive level in the classroom. **For cognitive level 1** type of questions the candidates are expected to extract evidence from the source. Educators should remind them about how these questions are asked, e.g. List..., Name… Quote..., Mention... what according to the source… etc. When extracting evidence from the source learners should be advised to extract fully. In 1.5.1. the sentence was long as a result they did not finish the extraction. What is important is for the extraction to have a meaning. When teaching each topic, it is crucial that educators should emphasise on the concepts and help to define them. The concepts must be defined in own words.

For cognitive level 2 type of questions, the candidates are expected to apply the skill of interpretation. Educators should teach how to interpret and give them as many examples as possible. They must also remind them that no extraction is allowed in this type of question. They must use their own words. The questions like explain why…, what is implied by the statement…., what conclusions can be drawn …. etc are expected in this cognitive level. **For cognitive level 3** type of questions, candidates are expected to analyse and interpret as well. Questions to determine the reliability, usefulness and limitations of the source are expected. This also includes paragraph writing. Majority of candidates are writing a paragraph in bullet form without applying paragraph skill. Some are extracting instead of interpreting from the source. Therefore, it will be wise for History educators to work with language educators. They should give classwork, homework and other forms of exercises every day to assist in developing   the skill of analysing and interpreting. Educators should also emphasize the comparison question whereby learners are supposed to determine how the two sources support each other. They should be advised to use **'both sources …'** This will help them to score full marks

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

It has been observed that some candidates were unable to explain the symbolic representation of U.S Aid Hammer thus in order to address this issue, educators should expose the learners to cartoons and other symbols related to the particular topic for

practice purposes as well as to equip them for answering questions that require them to interpret and evaluate any other imagery.

QUESTION 2

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

Key Question: Why did the United States of America (USA)become involved in the Angolan Civil War from 1975?

2.1

2.1.1 Majority of the candidates are getting full marks as this is a clear extraction.

2.1.2 The candidates have extracted the correct evidence from the source and as a result they performed very well in this question.

2.1.3 Majority of the candidates have extensively applied their knowledge in attempting to answer the question and were able to explain why the CIA covertly supported UNITA and FNLA. However, some of the candidates are extracting evidence instead of interpreting it as per the question.

2.1.4 The response to this question is average to poor. Many of the candidates cannot determine the **limitations** of the source and they confuse it with the usefulness of the source.

2.2

2.2.1 The response is good as majority of the candidates have quoted correctly.

2.2.2 Majority of the candidates have obtained full marks in this question; it is an extraction.

2.2.3 This question has been answered relatively well by the candidates and majority of them have obtained full marks.

2.2.4 Candidates have interpreted this question incorrectly because they have confused the Communist MPLA with the Capitalist FNLA.

2.2.5 Candidates managed to obtain good marks even though they are personalizing the concept of *self-determination.*

2.3

2.3.1 Majority of the candidates fully understood the question and were able to quote the correct evidence.

2.3.2 The response is average to poor in this question. Candidates are unable to define the term *Covert action* in the context of the CIA program in Angola instead they extract covert action in source 2C.

2.3.3 The response in this question is commendable and the candidates can interpret extensively USA's fear of the **Domino Theory.**

2.3.4. This question has been answered relatively well by the candidates and majority of them have obtained full marks.

2.4

2.4.1 The response of the candidates in this question is good and their interpretation of Kissinger's statement is good.

2.4.2 (a) Candidate's response is poor and they can't interpret the cartoonist's **portrayal of MPLA.**

(b) Their interpretation of the UNITA cartoon is better than (a) and majority of the candidates are obtaining full marks.

2.5 The comparison question is still a challenge for some of the candidates and as a result their performance is average.

2.6 Paragraph writing is still a challenge to some candidates as they intend to write the sources as they are (direct source) The performance is average to good because the candidates can explain USA's involvement in Angola.

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

Extraction of evidence from the source

Learners lost marks because of leaving out the key section in their extraction. They must write fully to avoid losing marks

Interpretation of sources

2.13 Candidates are extracting the source instead of interpreting

2.2.4 They are confusing the Communist MPLA with Capitalist FNLA and UNITA

2.3.2 The candidates are extracting covert action from source 2C

2.4.2 They find it difficult to interpret cartoonist 's portrayal of MPLA

Limitations of the source

Learners are taking every information in the source as a limitation. To determine the limitations, they should look at the biasness and one-sided information.

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

Cognitive L1 type of questions: Candidates are being examined the skill of extraction. They are supposed to extract the evidence from the source. Educators are advised to give the previous question papers with source-based questions and show them how to extract answers from the source. Some of the examples of the questions in this level are What according to the source? Quote..., list, name, state, mention, Define the concept in your own words. In this question they were asked to define the concept covert action Educators must put emphasis on MPLA, FNLA and UNITA policies for the candidates to know which one is supported by USA and the one supported by USSR because they are confusing the two. In 2.4.2 educators should introduce the learners to different cartoons relevant to the content so that they are able to interpret them properly. In 2.6 Educators should explain further the USA's involvement in Angola. Daily exercises with level 2 questions should be given to them to practice so that they can familiarise themselves with the questions.

(d) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**
Educators should explain the terms such as **interpretation** and **extraction** as well as how to properly answer questions related to these terms. In 2.1.3, the candidates should be properly informed of the difference between interpreting and extracting. They are also confusing the term **limitations** with usefulness. They should pay attention to the concepts like **self-determination** and **covert action**

QUESTION 3
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
Key Question: How did the non-violent approach adopted by Martin Luther King Jr characterise the Civil society Protests in the United States of America (USA) during the 1960s?

3.1

3.1.1 This question has been answered relatively well by the candidates and majority of them have obtained good marks.

3.1.2 Performance is good and candidates are scoring full marks.

3.1.3 Candidates can define the concept ***non-violent*** and majority of them are getting full marks.

3.1.4 The response in this question is average because some candidates are unable to explain what is implied by Martin Luther King's statement.

3.1.5 The response in this question is good. Candidates can extract answers from the source.

3.2

3.2.1 The responses to the question are very good and the candidates have extracted correctly

3.2.2 The performance in this question is poor because the candidates have struggled with interpreting the source.

3.2.3 Majority of the candidates are scoring full marks because they find it very easy to extract the answers from the source.

3.2 4 The performance in the question is average. Some candidates are unable to define the concept ***racial justice*** in the context of USA.

3.2.5 Candidates have determined the ***usefulness*** of the source extensively and as a result, majority of them have obtained full marks.

3.3

3.3.1 (a) The performance of the candidates is very good, and they can interpret the photograph of the students sitting at a lunch counter very well.

(b) The candidates cannot interpret the message sent by the white group in the background.

3.3.2 The performance of the candidates in this question is average to good. They are giving clear explanations as to why the students did not hit back.

3.4 The response is average. Some candidates are unable to get full marks as they are repeating the same answer from another comparison point, they have already mentioned in their first point.

3.5

3.5.1 Majority of the candidates fully understood the question and were able to quote the correct evidence from the source.

3.5.2 Most of the candidates are getting full marks as they have provided the correct extractions from the sources.

3.5.3 The performance is average. Some candidates are unable to interpret the concern raised by James Baldwin.

3.6 The performance for this paragraph writing is average to poor. Candidates are extracting the sources as they are without explaining how the non -violent approach adopted by Martin Luther King Jr characterised the civil society protest.

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

Extraction of evidence from the source

Candidates are losing marks because they are not extracting fully. They should write the whole sentence fully to get full marks

Interpretation of sources

3.3.1 Candidates interpreted this question incorrectly. They are referring to desegregation in schools/ universities. **(visual source)**

3.5.3 Candidates are struggling to interpret the evidence properly instead they are posing a question. (Statement by James Baldwin).

Comparison of sources

Learners need to look at what type of comparison is that question. In 3.4 they were asked to determine how these sources support each other. Candidates extracted from the source and did not give a clear comparison as were required to do so.

 Paragraph writing

3.6 Paragraph questions are always the same as the key question. The learners must be taught to read and understand the key question before answering the question. Most of their points that they have mentioned in this paragraph are irrelevant to the question given and that is where they lose their marks.

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

In 3.1.4 Candidates should learn their terminology more and they must be able to differentiate between the terms when they are attempting a question. When teaching, educators should also explain the concepts in the context of that content. In this case I'm referring to the **Civil society protests**. Different skills must be explained to the learners in the simplest terms. The educators should familiarise the learners with the skill of extraction in questions like what according to the source…,List… Mention etc. Educators should give learners as many tasks as possible so that they can master the skills these cognitive levels. When the bright sparks have captured educators should focus on the weaker ones.

Sometimes the weaker ones should be twinned with the bright sparks so that they can be able to pick up.

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

Educators should check whether the skill has been understood and mastered by the candidates. Different exercises for different skills should be given to assist them
When dealing with Martin Luther King Jr's non-violent approach, this must also be associated with Mahatma Gandhi's approach so that they can be able to link the two. Educators should emphasize that all civil society protests focused on changing the conditions in USA and there was no violence used. Desegregation, equal opportunities were the main targets and the white racists wanted to maintain the status quo. This explanation is based on the question in 3.3.1.

QUESTION 4
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This was one of the popular questions amongst the candidates and their responses are average to good. Candidates took a good stance, and this is evident in their marks. They know the military tactics and strategies used by Viet Cong.

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

Candidates are failing to develop the line of argument. They don't support their facts instead they throw them without giving a proper line of argument. Some candidates support their points with a line of argument of a question that was not asked but one that they have previously done in their previous assessments of which this is irrelevant.

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

Educators must teach their learners that a line of argument depends on the question given at that time. Different questions must be given to learners so that they can be able to develop a line of argument differently and thus learn from that to implement their knowledge going forward. An essay is asked in three ways, Do you agree..., To what extent..... and critically discuss…. In this essay candidates were asked to agree or disagree with the statement that says the military tactics and strategies used by Viet Cong during Vietnam war between 1962 and 1975 proved to be successful. Educators should assist the learners to write an introduction that is properly contextualized. This **introduction** must have a reason as why the stance has been taken like that. This is followed by the focus area of the full essay. Essay should be approached in paragraphs by using PEEL method. Learners should be separated according to their abilities. One group should deal with one bullet, apply PEEL method and presentation should be done in front of other learners

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

The candidate's strong points are the Vietcong tactics, and they have managed to explain them comprehensively and with an applicable line of argument. Educators should teach how to link them to counteract the USA's strategies.

QUESTION 5

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

This question is not popular at all and very few centres chose the question. The response by the candidates is average.

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

Candidates failed to indicate whether the statement is valid or not. They failed to come up with a properly contextualized introduction. They know Mobuto's policies, but they were unable to develop a proper line of argument.

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

Educators should emphasize the **critically discuss** type of questions. Learners should be reminded that, in this type of a question they must bring both negative and positive aspects of the policies. Educators should use easy terms like failures and successes. For example, in this question educators should conscientize the learners that Mobuto's policies were not a dismal failure however there were successes. Their line of argument should go in that line. One example I can bring is about the retrocession system that he introduced so as to bring foreign owners back to the country in order to boost the economy. Very few owners returned and this fall into a limited success as result Congo's economy collapsed due to high inflation. This point fall in failures of the system.

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

The essay must be done in paragraphs looking at each policy. Successes must be noted followed by failures, then the essay continues up to the end.

QUESTION 6

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

This is another popular question. Performance by candidates is average to good. They are taking a good stance as to what extent the Black Power Movement was successful in organising African Americans to challenge racial discrimination and segregation in USA during the 1960s.

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

As much as they know the content, they are unable to develop the line of argument. Some are confusing the topic with the Black Consciousness topic. There are those who are writing the profile of Malcom X instead of looking at the role played by Malcom X in challenging racial discrimination in USA

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

Different types of questions should be used so that the candidates should be able to develop the line of argument differently. Candidates must take a stance, give a reason and outline what the essay is going to cover. Educators should remind the candidates that they are not supposed to memorise and respond to other questions that are not asked.

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

It was observed that some candidates' s introduction was not properly contextualised. They do not have properly contextualized conclusion as well. Educators should take note that an introduction must be related to a conclusion. Candidates are memorising the essays that were given long time ago. A proper training is needed for educators as well so

that they stop giving learners prepared essay. Different type of questions should be used to master the line of argument and PEEL method